DOCUMENT RESUME

ED 141 939 80 EA 009 751

| | |
|---|---|
| AUTHOR | Huber, Jake, Ed.; Dearmin, Evalyn, Ed. |
| TITLE | Regional Interstate Planning Project Program . . . Vol. VI. Administrative Renewal for School District Personnel. Seminar Report. |
| INSTITUTION | Nevada State Dept. of Education, Carson City. |
| SPONS AGENCY | Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. |
| PUB DATE | Feb 76 |
| NOTE | 61p.; Photos and occasional light print may not reproduce clearly; For related documents, see EA 009 746-750 |
| EDRS PRICE | MF-$0.83 HC-$3.50 Plus Postage. |
| DESCRIPTORS | *Administrative Change; Agency Role; *Change Strategies; *Conference Reports; *Educational Administration; Elementary Secondary Education; *School Districts; *School Personnel; Seminars; Small Schools; State Departments of Education; Urban Schools |
| IDENTIFIERS | Elementary Secondary Education Act Title V; ESEA Title V; Regional Interstate Planning Project |

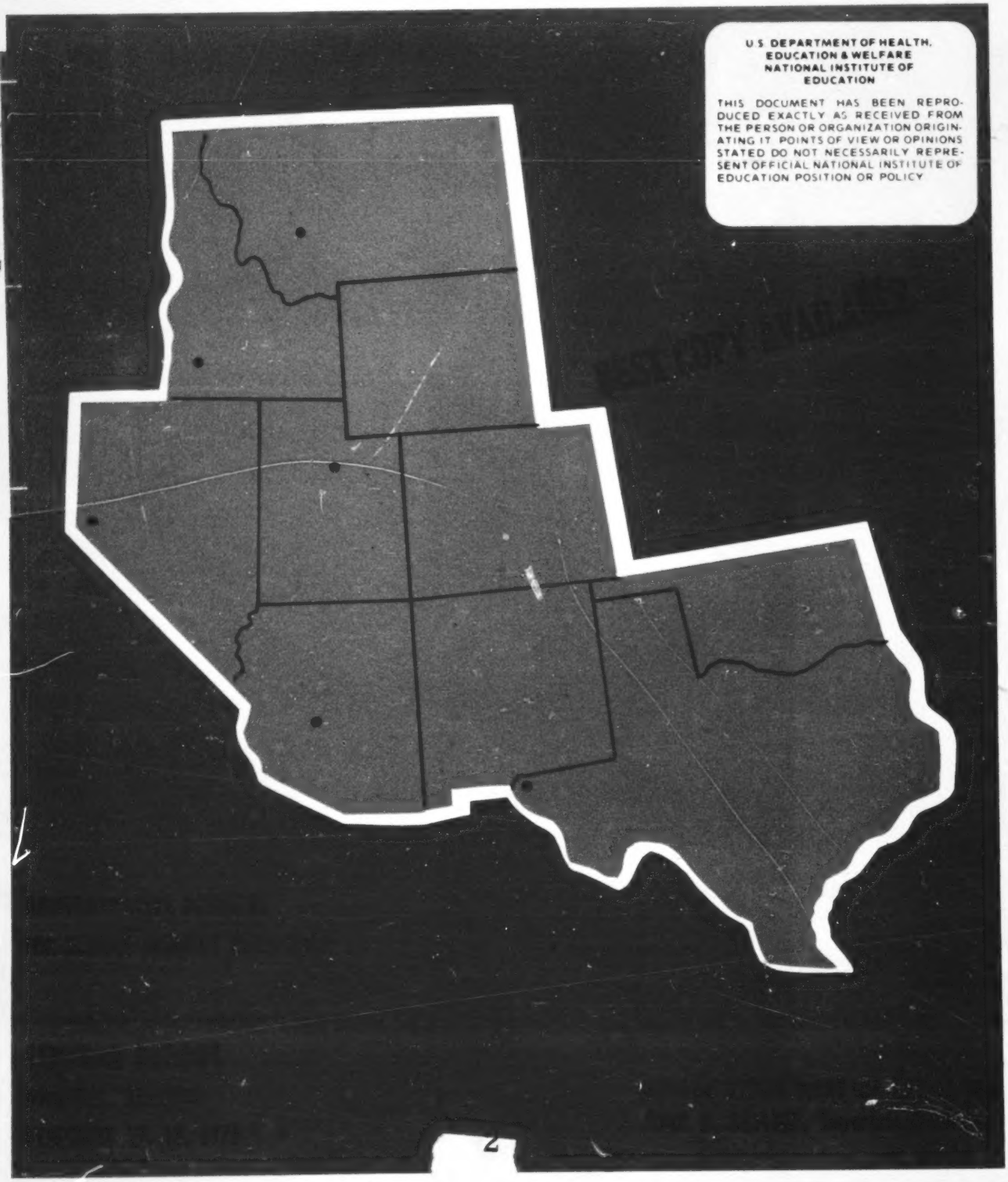
ABSTRACT

The Regional Interstate Planning Project (RIPP) is composed of representatives from ten state departments of education who meet periodically to discuss topical educational issues of general concern. RIPP member states include Idaho, Montana, Wyoming, Nevada, Utah, Colorado, Arizona, New Mexico, Texas, and Oklahoma. This particular booklet reports on a RIPP seminar on administrative renewal for school district personnel, which was held December 10-12, 1974 in Phoenix, Arizona. The report consists mainly of edited transcripts of various presentations made at the seminar, including discussions of different approaches to administrative renewal, the role of state departments of education and colleges in administrative renewal, administrative renewal in a small school district, administrative renewal in an urban area, administrative renewal as part of an intermediate school model, and professional development within a state education association. (JG)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

# REGIONAL INTERSTATE PLANNING PROJECT PROGRAM . . .

VOL. VI



U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED141939

EA 009 751

REGIONAL INTERSTATE PLANNING PROJECT

PHOENIX, ARIZONA

February 17, 18, 1976

NEVADA STATE BOARD OF EDUCATION

MRS. ROSEMARY K. CLARKE, PRESIDENT . . . . . .LAS VEGAS
MRS. SHIRLEE WEDOW, VICE PRESIDENT . . . . . SPARKS
MRS. CYNTHIA W. CUNNINGHAM, MEMBER . . . . . .LAS VEGAS
FATHER BENJAMIN J. FRANZINELLI, MEMBER . . . . . .LAS VEGAS
DR. MARY H. FULSTONE, MEMBER . . . . . .SMITH
GEORGE E. HARRIS, MEMBER . . . . . .LAS VEGAS
MRS. JOAN KENNEY, MEMBER . . . . . .LAS VEGAS
WILLIAM R. ORR, MEMBER.. . . . . PIOCHE
DAVID W. HANSEN, MEMBER. . . . . RENO

JOHN GAMBLE, SUPERINTENDENT OF PUBLIC INSTRUCTION. . . . . .CARSON CITY

BEST COPY AVAILABLE

REGIONAL INTERSTATE PLANNING PROJECT OFFICERS

LAMAR LEFEVRE, DIRECTOR

| | | |
|---|---|---|
| ARIZONA | CAROLYN WARNER | BEVERLY WHEELER |
| COLORADO | CALVIN M. FRAZIER | ED STEINBRECHER |
| IDAHO | ROY TRUBY | REID BISHOP |
| MONTANA | DOLORES COLBURG | HAROLD REHMER |
| NEVADA | JOHN GAMBLE | JOHN MADSON |
| NEW MEXICO | LEONARD J. DELAYO | TED SANDERS |
| OKLAHOMA | LESLIE FISHER | CHARLES SANDMANN |
| TEXAS | MARLIN BROCKETTE | WALTER R. HOWARD |
| UTAH | WALTER D. TALBOT | WILLIAM L. HUTCHINSON |
| WYOMING | ROBERT G. SCHRADER | PAT WUNNICKE |

The works presented herein were performed under terms of the grant from the U. S. Office of Education under the Department of Health, Education and Welfare.

An ESEA Title 5, Section 505, Project

# FOREWORD

This publication contains the proceedings of the second seminar that the Regional Interstate Planning Project has conducted regarding Administrative Renewal. The first seminar was held in Nevada on November 12, 13, 14, 1975. The proceedings of this seminar are contained in Volume V of the Regional Interstate publication. This conference emphasized the role and function of departments of education in the process of Administrative Renewal. The reports contained in this publication are models of programs and activities that are being conducted in local school districts in several western states.

Recent developments in educational Administrative Renewal deal with specific types of behaviors beginning with techniques for increasing the effectiveness of individuals having administrative responsibility. The content of this publication describes individual programs that are taking place and the different approaches used to help individuals become better educational leaders.

The Policy Board for the Regional Interstate Planning Project conducted a needs assessment among the ten State Departments of Education participating in the project to determine the topics in which we direct our attention and sponsor major seminars. We do this hoping to gear up for what changes are needed in our schools and educational institutions to prepare for the future and to examine the models and planning process whereby improvements might be brought about. In order for these activities to have an impact on education there must be carry-over from the original meeting in which the participants are involved in things that happen back on the job. Renewal only takes place when leadership is extended and processes take place that bring about change for the improvement of education. We hope that the information contained in this publication will give you some idea on how to proceed with the necessary task.

I want to thank Dr. Edward Brainard, Director, Leadership Development, Colorado Department of Education, for his help and assistance in identifying and securing the assistance of the presentors. Also, Beverly Wheeler, Arizona State Department of Education, for her efforts in making the physical arrangements for the seminar; to the other state representatives for their help and assistance in conducting the various sessions; to Verl Snyder, U.S.O.E., for his guidance and assistance as a presentor and counselor. A special thanks to the presentors who shared their programs and activities that are contained in the publication.

Lamar LeFevre
Director
Regional Interstate Planning Project
Nevada State Department of Education
4055 South Spencer, Suite 234
Las Vegas, Nevada 89109
(702) 385-0191

# INTRODUCTION

The Regional Interstate Planning Project participants meet periodically at conferences sponsored by ten State departments of education to discuss new or topical issues of general concern. The most recent meeting was held February 17-18, 1976, at Phoenix, Arizona, to consider various means of administrative renewal.

The R.I.P.P. Conferences are financed with funds provided under the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title V, Section 505 as amended. The project is administered by the Nevada State Department of Education under the supervision of Superintendent John Gamble who serves as Chairman of the Policy Board. Other cooperating State departments of education are Arizona, Colorado, Idaho, Montana, New Mexico, Oklahoma, Texas, Utah, and Wyoming.

During the process of transcribing, editing, and compiling the R.I.P.P. proceedings, the editors have sought to keep the material both brief and informative. The resulting report is, hopefully, a useful record of many thoughtful discussions.

Dr. Jake Huber, Co-Editor
Dr. Evalyn Dearmin, Co-Editor
Research and Educational Planning Center
College of Education
University of Nevada, Reno
Reno, Nevada

TABLE OF CONTENTS


| | PAGE |
|---|---|
| REGIONAL INTERSTATE PLANNING PROJECT PROGRAM | iv |
| REGIONAL INTERSTATE PLANNING PROJECT PARTICIPANTS | vii |
| PHOTOGRAPHS | ix |
| THE ALTERNATIVE TO PROGRESS IS DECAY *(Dr. Wilber D. Hawkins)* | 1 |
| THE ROLE OF THE SDE IN STAFF DEVELOPMENT AND ADMINISTRATIVE RENEWAL *(Dr. Ed Brainard)* | 8 |
| ABOUT HOLDING UP BRANCHES OR PLANNING FOR SELF-IMPROVEMENT *(Dr. John Dewell)* | 9 |
| FROM A CONTINUING EDUCATION OFFICE TO A STAFF DEVELOPMENT PROGRAM *(James Metzdorf)* | 14 |
| ADMINISTRATIVE RENEWAL IN A SMALL SCHOOL DISTRICT *(Dr. James Pahlau)* | 17 |
| PRINCIPALS ARE SKEPTICAL; LEADERSHIP IS THE KEY *(Dr. Charles F. Hough)* | 20 |
| ADMINISTRATIVE RENEWAL AS PART OF AN INTERMEDIATE SCHOOL MODEL *(Dr. Richard E. Marr)* | 22 |
| REPORT OF THE IPOD--THE INTERSTATE PROJECT ON DISSEMINATION *(Mrs. Virginia Cutter)* | 27 |
| COLLEGES CAN HELP IN ADMINISTRATIVE RENEWAL *(Dr. Lyle Mullens)* | 31 |
| PROFESSIONAL DEVELOPMENT WITHIN A STATE EDUCATION ASSOCIATION *(Robert F. Frazier)* | 32 |
| ADMINISTRATIVE RENEWAL IN AN URBAN AREA: FROM THE 60'S TO THE 70'S *(Dr. Charles Hough)* | 34 |
| WALKING MAIN STREET TOGETHER: TEACHERS AND ADMINISTRATORS *(Ron Schiesel)* | 36 |
| THE RIPP PROJECT WELCOMES AN OLD FRIEND *(Dr. Kenneth H. Hansen)* | 37 |
| NEWS FROM THE POTOMAC *(Dr. Al Alford)* | 38 |
| IF YOU THINK YOU ARE BEATEN YOU ARE OR "GOD DON'T MAKE NO JUNK" *(James Klassen)* | 40 |
| EVALUATION | 44 |

THE

ROCKY MOUNTAIN REGIONAL

INTERSTATE PLANNING PROJECT

Presents

A

WORKSHOP ON ADMINISTRATIVE RENEWAL

FOR

SCHOOL DISTRICT PERSONNEL

*Adams Hotel*
*Phoenix, Arizona*

February 17, 18, 1976

## WELCOME

Friends:

On behalf of the Arizona State Department of Education, I am pleased to take this opportunity to personally welcome you to Phoenix and to this Conference focusing on the Administrative Renewal program.

One of the challenges facing administrators today lies in the ability to meet specific needs with realistic solutions. Special leadership skills are required to successfully meet these demanding educational challenges.

The Administrative Renewal program highlights a leadership concept designed to utilize an individual's talent and potential to satisfy local needs, and at the same moment address upgrading an individual's skills. The opportunity for success is unlimited. Individual involvement and commitment are the keys to a self-sustaining, continuing endeavor; an endeavor that not only increases the quality of education in general but also strengthens the individual.

As you listen to the presentations and participate in the activities of this Conference, keep in mind the great benefit of this program to you as an individual and, most importantly, to our children who will answer the challenges of tomorrow based on the quality of education they receive today.

--Carolyn Warner, Superintendent
Arizona Department of Education

---

## DEFINITION OF ADMINISTRATIVE RENEWAL

Administrative Renewal is one process by which administrators experience professional growth activities for the purpose of gaining new skills, knowledge, and attitudes so that they may meet the challenges of new responsibilities and improve leadership.

---

## TARGETS TO REACH DURING THIS R.I.P.P. WORKSHOP ON ADMINISTRATIVE RENEWAL

1. Acquaint participants with selected quality efforts currently in practice.
2. Identify important concepts associated with Administrative Renewal.
3. Involve participants in determining how LEA staff can organize and develop an Administrative Renewal program.
4. Involve participants in determining how LEAs can provide leadership to their staff in organization and development of Administrative Renewal programs.

AGENDA

Tuesday, February 17th

8:00 - 9:00 a.m. Registration

9:00 - 9:30 a.m. Introductions and Welcome
*LaMar LeFevre, RIPP Project Director*
*Carolyn Warner, Superintendent, Arizona*

9:30 - 10:15 a.m. Keynote Address
*Dr. Wilber D. Hawkins, Superintendent, Brighton, Colorado School District*
"Renewal"

10:15 - 10:30 a.m. Break for Refreshments
Move about and make acquaintance of someone from another state

10:30 - 10:45 a.m. Introduction of Presentors for Group Sessions
*Dr. Edward Brainard, Director, Leadership Development, Colorado Department of Education*

10:45 - 11:30 a.m. Group Sessions
I. Conducting: *Dr. Charles Sandnaes, Oklahoma State Department of Education*
Presentors: *Dr. John Dowell, Director, Staff Development, Tulsa, Oklahoma*
*Mr. James Motzdorf, Coordinator, Staff Development, Jefferson County Schools, Colorado*
*Dr. James Pahlau, Director of Instruction, Canon City, Colorado*
II. Conducting: *Dr. Harold W. Rehner, Montana State Department of Education*
Presentors: *Dr. Charles Hough, Principal, Ingraham High School, Seattle Washington*
*Dr. Richard E. Murr, Alvord Unified School District*
*Dr. Thomas Neel, Superintendent, Ampitheater Schools, Tucson, Arizona*

12:15 - 2:00 p.m. Lunch
Conducting: *Dr. Walter Howard, Texas Education Agency*
Presentor: *Mrs. Virginia Cutter, Director, Division of Dissemination, Texas Education Agency*
"Report on an Interstate Project on Dissemination"

2:15 - 3:00 p.m. Repeat Group Sessions
Session I

3:00 - 3:45 p.m. Session II

3:45 - 4:00 p.m. Refreshment Break

4:00 - 4:45 p.m. Symposium for Discussion with Presentors

Wednesday, February 18th

8:30 - 9:30 a.m. Coffee/Rolls

9:30 - 10:30 a.m. Panel - "How Can We Stimulate or Provide Leadership to Administrative Renewal?"
Moderator: *Dr. Ted Sandora, New Mexico SEA*
Panel Members: *Dr. Edward Brainard, Colorado SEA*
*Lyle Mullens, Associate Dean, College of Education, Northern Arizona University*
*Mike McCormick, Executive Secretary, Arizona School Administrators*
*Robert Frazier, Director, Instruction and Professional Development, Arizona Education Association*
*Dr. Charles Hough, Secondary School Administrator, Seattle, Washington*
*Ron Schiessl, Past President, Clark County Classroom Teacher's Association*

10:30 - 11:00 a.m. Refreshment Break

11:00 - 12:00 noon Three Groups Work on Planning Administrative Renewal Models
1. Large District *Dr. Ed Steinbrecher*
2. Medium-Sized District: *Dr. Reid Bishop*
3. Small District: *Mr. John Madson*

12:00 - 1:30 p.m. Lunch
Greeting: *Carolyn Warner, Superintendent, Arizona Department of Education*
News from the Potomac: *Verl Snyder, USOE*

1:30 - 2:30 p.m. "God Don't Make No Junk": *Jim Klaasen, Roseville Area Schools, St. Paul, Minnesota*

2:30 - 2:45 p.m. Break

2:45 - 3:45 p.m. Continue Work on Models

3:45 - 4:00 p.m. Wrap Up
*LaMar LeFevre, RIPP Director*

# R.I.P.P. PARTICIPANTS

PRESENTORS

Dr. John Dewell
Director, Staff Development
Tulsa Public Schools
P. O. Box 45208
Tulsa, Oklahoma 74145

Dr. Thomas Neel
Superintendent
Amphitheater School District
125 E. Prince
Tucson, Arizona 87501

Dr. James Pahlau
Director of Instruction
Canon City School District
1104 Royal Gorge Blvd.
Canon City, Colorado 81212

ARIZONA

Rosemary Nelson
State Dept. of Education
1535 W. Jefferson Street
Phoenix, Arizona 85007

Paul Plata
3150 Avenue A
Yuma, Arizona 85364

W. Shofstall
138 Encanto Drive
Tempe, Arizona 85281

Beverly Wheeler, Director
Research & Dissemination
Arizona Dept. of Education
1535 W. Jefferson
Phoenix, Arizona 85007

COLORADO

Ed Brainard
Colorado Dept. of Education
201 E. Colfax Avenue
Denver, Colorado 80303

Forest Delinger
2407 Laporte Avenue
Fort Collins, Colorado 80521

Robert B. Ellsperman
Boulder Valley Public Schools
P. O. Box 9011
Boulder, Colorado 90303

Kenneth H. Hansen
6165 E. Iliff 418 C
Denver, Colorado 80222

LaPrelle Martin
Boulder Valley Public Schools
P. O. Box 9011
Boulder, Colorado 80302

Jim Metzdorf
Coordinator of Staff Development
Jefferson County Schools
1209 Quail Street
Lakewood, Colorado 80215

Ed Steinbrecher
Colorado Dept. of Education
201 East Colfax Avenue
Denver, Colorado 80303

PRESENTORS Con't.

Dr. Charles Hough
Principal
Ingraham High School
1819 No. 135th Street
Seattle, Washington 98133

Mr. James Metzdorf
Coordinator, Staff Development
Jefferson County School District
1215 Quail Street
Lakewood, Colorado 80215

Jim Klassen
Roseville Area Schools
Administrative Offices
1251 West County Road B-2
St. Paul, Minnesota 55113

COLORADO Con't.

Don White
P. O. Box 910
Sterling, Colorado 80751

IDAHO

Reid Bishop
Associate State Superintendent
State Dept. of Education
Jordon Building
Boise, Idaho 83720

Walter Chariton
Assistant Superintendent
School District #27
Coeur d'Alene, Idaho 83814

Virgil A Larson
12th and Linden
Lewiston, Idaho 83501

A. D. Luke
State Dept. of Education
Jordon Building
Boise, Idaho 83720

Phil Peterson
485 E. Overland
Meridian, Idaho 83642

MONTANA

Leroy Casagrande
Director of Educational Services
Montana State University
Bozeman, Montana 59715

Cheryl Hutchinson
Assistant to State Superintendent
State Dept. of Education
Helena, Montana 59601

Ron Mattson
914 West Main
Lewistown, Montana 59457

Harold Rehmer
Deputy Superintendent
Helena, Montana 59601

Alve Thomas
Assistant Superintendent
Helena, Montana 59601

PRESENTORS Con't.

Dr. M. Delbert Lobb
Superintendent
Alvord Unified School Dist.
10365 Keller Avenue
Riverside, California 92505

Dr. Robert E. Hall, Superintendent
Huerfano School District
611 W. 7th Street
Walsenburg, Colorado 81089

Dr. Wilbur D. Hawkins
Brighton School District
630 So. 8th Avenue
Brighton, Colorado 80601

Mrs. Virginia Cutter
Director of the Division
of Dissemination
Texas Education Agency

NEVADA

Jake Huber
Research and Educational
Planning Center
Room 201, College of Education, UNR
Reno, Nevada 89507

John Hawkins, Superintendent
Carson City School District
Carson City, Nevada 89701

Marvin J. Roth, Superintendent
Washoe County School District
Reno, Nevada 89502

Ron Schiessl
Clark County CTA
1212 Casino Center Blvd.
Las Vegas, Nevada 89119

Roy Smith
Elko County School District
P. O. Box 1012
Elko, Nevada 89802

NEW MEXICO

Bony G. Baca
P. O. Box 268
Los Lunas Public Schools
Los Lunas, New Mexico 87031

H. Borgrink
State Department of Education
Santa Fe, New Mexico 87503

Jim Pierce
State Department of Education
Santa Fe, New Mexico 87503

Rudy Salazar
7 Aida Court
Gallup, New Mexico 87301

Duane W. Smith
P. O. Box 90
Los Alamos, New Mexico 87544

OKLAHOMA

John Dewell
Director of Staff Development
Tulsa Public Schools
P. O. Box 45208
Tulsa, Oklahoma 74114

Arlie Crocker
Oklahoma State Dept. of Education
2500 No. Lincoln
Oklahoma City, Oklahoma 73105

Leonard Bates
State Dept. of Education
2500 No. Lincoln
Oklahoma City, Oklahoma 73105

Larry Gill
Cooperative Planning and
Evaluation Project
2001 West 10th
Stillwater, Oklahoma 74074

Charles W. Sandmann
Oklahoma State Dept. of Education
2500 No. Lincoln
Oklahoma City, Oklahoma 73105

Ronald Schnee
Oklahoma City Public Schools
900 No. Klein
Oklahoma City, Oklahoma 73106

Jack Strahorn
Oklahoma State Dept. of Education
2500 No. Lincoln
Oklahoma City, Oklahoma 73105

TEXAS

Nelson Allison
Box 3912
Gonzales Elementary School
Odessa, Texas 79761

Gene E. Davenport
Dallas Independent School Dist.
3700 Ross Avenue
Dallas, Texas 75204

Walter R. Howard
Texas Education Agency
201 E. 11th
Austin, Texas 78701

Rex Shellenberger
Region V Education Service Center
P. O. Box 3546
Beaumont, Texas 77704

UTAH

Jay J. Campbell
Utah State Board of Education
250 East 5th South
Salt Lake City, Utah 84111

Bernard S. Furse
Utah State Board of Education
250 East 5th South
Salt Lake City, Utah 84111

William L. Hutchinson
Utah State Board of Education
250 East 5th South
Salt Lake City, Utah 84111

UTAH Con't.

M. Richard Maxfield
Utah State Board of Education
250 East 5th South
Salt Lake City, Utah 84111

WYOMING

Don Baumberger
Superintendent of Schools
Washakie County School
District No. 1
Worland, Wyoming 82401

Gary Elliott
Wyoming Dept. of Education
Cheyenne, Wyoming 82001

Gary Lane
Wyoming Dept. of Education
Cheyenne, Wyoming 82001

Tom Kraner
Wyoming Dept. of Education
Cheyenne, Wyoming 82001

Pat Winnicke
Wyoming Dept. of Education
Cheyenne, Wyoming 82001

WASHINGTON, D.C.

Verl W. Snyder
301 G Street S.W.
Washington, D. C. 20024

Albert L. Alford
U. S. Office of Education
Room 4131
400 Maryland Avenue S.W.
Washington, D. C. 20202

Dr. Wilber D. Hawkins
Keynote Speaker
"We can plan the future"

Dr. Tom Neel
Arizona - Presentor

Dr. Edward Brainard
Colorado Department of Education
"A person to know when
planning administrative renewal"

Cheryl Hutchinson
Montana
"Reporting on the National
Study on Information"

LaMar LeFevre
Project Director
"Opening the session"

Nevada delegation

Colorado participants

Montana participants

Texas Delegation
with Verl Snyder (center)
USOE

Utah and Wyoming participants

Idaho participants

Oklahoma participants

Al Alford, USOE
"Report from the Potomac"

Virginia Cutter, Texas
"Reporting on the National
Study on Information"

Jim Klassen, St. Paul, Minnesota
"God Don't Make No Junk!"

Dr. Charles Hough, Principal
Ingraham High School, Seattle, Washington
Presentor

"THE ALTERNATIVE TO PROGRESS IS DECAY"

by

Dr. Wilber D. Hawkins, Superintendent
Brighton, Colorado School District

No profession is going to change like our profession is going to change in the next decade, and these changes won't be restricted just to the techniques of education or to the curriculum areas, but indeed our every function in society is going to change also. As educators we have got to stop viewing change as our enemy. We have to start thinking about it as our friend--the only ally that we have to bridge the gap between one historical age and another. Institutions can only change if the people in them with responsible roles and positions are able to change and to grow also. That's the essence of my speech. Let's see if we can put some meat on those bones.

We're living right now on the edge of the greatest historical era in the five-thousand year written history of man. Not since man first crawled out of the cave, stuck seeds in the ground, and started to domesticate animals have we seen such radical changes occurring so rapidly as they are right now. We are going to see changes that are going to transcend those of the Renaissance because it is not going to take 400 years but one generation for them to be completed. That is the generation of our children. Our children are going to be the first generation of Americans that live in a brand new world which is going to be here long before we are gone.

Let me talk briefly about some of the implications that these changes are going to have on our schools in the next decade. One, it ought to be crystal clear that by the year 1976, right now, we are midway into a knowledge and information explosion that has broadsided our schools and is going to broadside them even more by the year 1980. By that time it is going to be impossible to conduct business in education the way we are conducting it today. Knowledge, even by the most conservative estimates, as we sit here is doubling every ten years. And that means that in the year 1986 there will be twice as much to teach, twice as much to know, and to learn, and to forget as there is today. But what's more incredible is by the year 1996, about the time the kids who entered kindergarten last September are out of school, there will be four times as much to teach, to learn, and to forget as there is today. And by that time it is going to become humanly impossible for any teacher to remain relevant for very long. They are going to have to be retrained. The only question is by whom and to what end and for what purpose?

Second, it is clear now in 1976 that we are midway into a biological revolution the likes of which the world has never seen, a revolution that will confront us with our greatest ethical decisions as a race. This revolution will include, among other things, human engineering which will make it possible to determine human genetic characteristics pretty much as we now grow vegetable gardens or as our friends from Texas grow prized beef. Today if a boy is born and grows to be seven feet tall and is fairly well coordinated, he has a future and a fortune waiting for him in professional basketball. But in the future couples are going to be able to predetermine these characteristics long before the children are born.

But enough of that exotic stuff. Let me talk a little bit about these things as they apply to education. You see, education isn't a science. It is an art. And the reason it is not a science is that we have never been able to answer the first scientific question of education and that question is, "What happens

electrochemically in the human brain at the moment of insight?" That's when the kid's eyes light up and he says, "Oh, that's what you mean." What happens? We don't know. But right now there are 11 scientists in Southern California who are working on that very problem alone, not in the School of Education but in the School of Medicine. And pretty soon they are going to find out. When they do find out, they are going to be able to measure it. Then we can go to the legislators of our respective States and say, "Ladies and gentlemen, we give you on a silver platter electrochemical accountability." That will mean, by the way, that students will be able to learn such things as the entire Dolch word list as fast as we can repeat it to them or a thing we now call first-year algebra can be learned in a five-hour sitting. The only question and the only challenge for education then will be, "What are we going to do to keep them busy?"

Let me talk about the third implication. Many of the values that were perfectly appropriate for the industrial age are not going to fit into the post-industrial society. Many of the values that built this industrial age and this economy and this system that we now enjoy aren't going to make it anymore. For example, the work ethic is dead on its feet. By that I mean the idea that one person is more worthy than another person because he has at any given point in time a saleable skill. It is crystal clear that the unemployment rate is never going to be again what it was prior to the recent recession. Many companies and employers knew that and have been able to automate, never again replacing the people they laid off as a result of that recession.

Incidentally, last night on the radio in my room I heard that there is going to be a bill presented to Congress very soon, a public works bill that will enable the government to employ every person in this country who wants to work. That is trying to solve the wrong end of the problem. What I would like to suggest for education and for our country is that we need to devise a dignified and humanistic mechanism that will get people from the world of work, from the vocational world, into the academic world and back again without radically changing their lifestyles. The implication is that people are going to attend school possibly all of their lives. The idea that we attend school between the ages of five or six and 16 and 18 is not going to work anymore, not if we are going to fulfill our roles to our community and to our nation.

I'd like to suggest a new type of ethic to replace the traditional work ethic. First, craftsmanship--that's the quality and the output of one's labor: Did you do a good job? Second is responsibility: Do you have a sense of responsibility to your employer, to your fellow employees, and to the consumer who finally winds up using the output of your labor? Third is commitment: Do you keep the agreements that you make? It seems to me that if our young people possess craftsmanship, responsibility, and commitment, they are going to make it regardless of what the future looks like or whatever profession or whatever vocation they enter. The second ethic which isn't going to make it in the future--and this one scares the daylights out of businessmen--is that of expansion and consumption. We built the industrial age on the idea that it is good to consume and it is good to expand. In fact, we said very clearly that the more you consume, the more worthy you are. Now we are going to have to change that ethic to one of conservation. We're going to have to say that you are not more worthy in terms of how much you can consume but in how much you can conserve. A nation that is comprised of six percent of the world's population can no longer continue to consume 50 percent of its goods, leaving the other 50 percent for 95 percent of the world's population.

Finally, as we now define it, the education ethic is dead on its feet. In the past we said that it is good to be educated; in fact, the more education you had, the more you received, the more worthy you were. Why else would we have sent you to all of those classes in school or why do we pay teachers on the basis of, among other things, how many units they have accumulated? Because they are better teachers? I don't think most people seriously believe that. It's been suggested by one wag that all diplomas and credentials be printed on paper that destructs every five years. In that way, and that's about how long people stay relevant, people would have to continue to recycle through universities and colleges to stay abreast of what is happening in their fields.

Furthermore, we have to change the idea--now listen to this because the idea has been with us a long time in American education--we have to change the idea that education is a process of teaching people things they don't know into the idea that education is a process of causing people to be learning individuals. And when you think about it, that's all we could really ever do anyway. The roles of educational leaders will change as the roles of the school change also. The principal of the future will cease to be a supervisor, a teacher, or a manager of buildings, and become a knowledge broker--someone who can, through the use of technology, make it possible to retrieve information and make it available to teachers to teach and students to learn. The school of the future ceases to be a place and becomes a concept. And I defy any architect to design such a school as that. Education won't be restricted just to the four walls of the classroom, but indeed those things that a student can learn best wherever he can learn them best. It may be a commercial garage, it may be a dentist's office, or anywhere where education can take place to suit that individual's need. In the future we might be busing teachers to kids and not kids to teachers. It will cost a lot less, and it won't pollute the atmosphere.

My second point has to do with change and the fact that change can be our ally in the next decade. When I was doing my dissertation, I ran across a quote that I have become quite fond of and used quite often, "The alternative to progress is decay." And yet it is amazing when you think about it. Most of the changes that we have tried to implement in education have been brought with hostility. We find that we wind up making most people mad for one reason or another. When I was in California, we wrote a project that we were pretty excited about designed to professionalize teaching. We called it "differentiated staffing." The idea was to build a hierarchy in the teaching profession which enabled the highest level of a teacher to have responsibility in curriculum development and to improve instruction and, incidentally, to make the same salary as the superintendent in the district could. We received hostility from sources that we never expected, from the teachers themselves. So it has been in education, for most of the time at least that I have been in it, and that is that every time you try to implement something new, some innovative idea, you are always met with hostility or anxiety from one source or another.

An interesting statistic from the Metropolitan School Study Council in New York is that it takes 15 years for three percent of the school systems in this country to adopt an idea after it has already proved to be effective. That means that 97 percent of the school systems ignore what is really happening around them, and their children are denied the benefits of an educational concept after it has already been demonstrated to be effective. Not only have we got to start thinking about change, and our attitude about change itself, but we have to analyze why we are intimidated by change.

What I am going to say right now I hope that you listen to and absorb and think about in the future and maybe do some digesting about it. It's been reported that the reason people are threatened by change is that it threatens our power, it threatens our security, and it threatens our adjustments. We've been taught through the industrial ages that it is very important to be secure, to be powerful, and to be adjusted. Now we have to do the most difficult thing that any generation has ever had to do: we've got to change enemies in mid-career. We have got to begin to see change as our friend which means that we have to see power and securities and adjustments as our real enemies. And it may not be so bad because, you see, I don't believe that we were ever wired to have great power. When we find each other as individuals or races or nations possessed of great power, it is very often that we find ourselves at our most arrogant, our most corrupt. It is precisely when we find ourselves without force, without power, that we become our most humane, our most creative, and our most ingenious.

Tonight when you look up into the universe and you suddenly realize, in the pit of your stomach where you do most of your realizing, that God has left us here to survive on this tiny planet--is that not a time of total insecurity when something in us actually makes us struggle and makes us tolerant and finally, in some crazy way, even makes us hopeful for the future of our time? And if that doesn't turn you on, try this. There is light that you'll be able to see tonight from stars that burned out before this planet was even born. And the light from those planets, traveling at a speed of 186,000 feet per second, that light we see today will still be shining on the earth when this planet is nothing but a cold rock twirling through space. Somehow or other those kinds of feelings have a way of causing us to feel just a little more humble, a little more insecure, out of adjustment, and without power. When you realize that, you can become more humane, more ingenious at solving your own daily problems.

In his book entitled Self-Renewal, John Gardner points out that institutions can only move forward and change if the people in them who hold responsible positions--and that's all of us--possess motivation, commitment, and conviction. There are three dimensions of renewal. The first one has to do with personal renewal. I believe that a vital person is good for his profession and good for himself. What are people like who find great adventure in growing all of their lives? Let me go over the five areas that seem to be characteristic of renewal people. The first one is self-development. This is really what education is all about. Taking over for one's self the motivation for growing. Or, putting it another way, these are people who find great adventure in learning and becoming renewed all of their lives. The second is self-knowledge. People who are self-renewed seem to have a good feeling about who they are, and they like who they are. The third is the courage to fail. It's an unfortunate fact that in education we have built most of what we do on right answers. We don't tolerate mistakes, and we don't tolerate wrong answers very much. Yet, when you think about it, most of the achievements in the history of the world have been built on wrong answers, not right answers. So it was with Edison, and so it is going to be with the person who invents the cure for cancer. The courage to fail. Fourth is motivation. Stated very simply, these are people who get turned on easily with half trying--self-starters if you will. The last one is love. The capacity to give and receive great amounts of love is more difficult than most of us would like to believe. Personal renewal requires some achievement, but the person does these things for the pure satisfaction of doing them. Passive activities such as watching television or spectator sports are not self-renewing.

What I think we really need are problem-solvers. Human beings are problem-solvers. One time in a symposium someone asked the question, "What are we as school people, school administrators?" We finally concluded that what we really are are problem-solvers. Teaching a kid to read is solving a problem. Negotiating, or whatever it is, is solving a problem. Defining and analyzing a problem and being able to solve it. So we are problem-solvers. We're happiest and proudest and the most content when we are solving problems. And these problems, by the way, could be growing orchids or defining the west face of Mount Everest or whatever. The point I am trying to make is that human beings are most content when they are doing something active. The passive personality doesn't make it very much in the world of the proud profession. We aren't yet sure what we know about renewal, but of this we are sure: the persons that are growing and finding satisfaction in growing are more vital people in everything they do.

The second area of renewal is professional. Since our profession is one caught up in this period of rapid change, responsibility for professional growth becomes even more essential because the children that are in our schools right now are fundamentally different from any group of kids that we have ever had in our schools. The real challenge is to truly understand those differences and to be able to provide an educational program that meets their needs. The first challenge in educational leadership is that our society has become amoral--a society without morals. The events of the last two decades that include assassination, riots, and Watergate have left us with the only wrong being one of getting caught. It's been suggested that social ethics have replaced individual responsibilities for behavior. It seems that we have evolved a no-fault type of morality. That's where no one individual is to blame, but society is abused. We talk about the ghettos that kids come from, we talk about dope at home, but we fail to place the responsibility on the individual. I think that is something we have to get back to. It's been suggested that the individuals in our society can no longer go scot-free in their responsibility for the consequences of their behaviors. Whether the television shows which depict the heroes acting more like villains than villains, or whether the situation ethics are to blame, isn't my point. My point is if it is going to be safe for kids to go to school and teachers to teach, we had better do something very quickly about this whole problem of what is happening in our classrooms.

About a month ago an article in U. S. News and World Report called "Violence in Our Schools" disclosed that there were 10,000 assaults on teachers in our schools last year alone. The national study recorded that 90 percent of the problems were caused by 10 percent of the students. A proposal that runs contradictory to everything that I have ever learned in education is that perhaps 10 percent of our students ought to be given leave of absence from school, not be kicked out, just have their education postponed for a year or ten years. For the time being we can no longer devote so much time and so many resources to solving the problems of 10 percent of the students, while the other 90 percent have to suffer. We have to develop a curriculum and train teachers in the whole concept of civic education and civic responsibility. We have to get back to some fundamental truths of right and wrong.

The second challenge has to do with early childhood education. We have to take a hard look at what happens in the first five years of a youngster's life or the first five years before we ever see him in our schools. I'd like to suggest that these are probably the most important five years in anyone's life; and if you analyze what happens in the first five years of life, you begin to realize what magnificent creatures the kids that we create really are, and also what magnificent creatures we ourselves happen to be.

Just think of what happens in the first five years of life. Before we teach a child, before we even see him in our classrooms, he has in some incredible fashion learned a complete language system. That's phenomenal. No other species can even come close to learning a complete language system. The child in some incredible way before we even see him has learned to imagine things that don't even exist. What's more, he can even build those things with tools--and nobody ever taught him to imagine, to create, or to work. He has learned how to play, how to compete, how to cheat, how to lie, how to hate, and how to love. He can be physically punished with relatively little damage as long as he is absolutely convinced that the hand on his bottom belongs to someone who truly cares about him. And the child, before the school first sees him, learns without instructional materials, curriculum guides, principals, superintendents, school board members, state legislators, or even one behavioral objective. Furthermore, he does it without Freud, or Dewey, or Piaget, Breuner or Skinner, or any other educational high priest, to sprinkle water on the process. And there he stands aside, knowing already more than we are going to teach him in the next 12 years of his life.

Here we stand as a profession confronted by a huge group of people who want us to be accountable to them for delivering education to their child, and when you ask them to define it, it sounds a great deal like the kind of education they received. Fortunately for the kid, we haven't been able to do it. I think we have to find a way to help parents do something in the first five years of life besides keep the kid dry at both ends. We've got to find a way to help parents see that something crucial happens in the first five years of life before the kid ever comes to school and that, in a very large measure, the child's future capabilities are frozen in cement before the bell rings in September.

All these years we've been saying to the parents, "Leave them alone, and we'll take care of it." Challenge number three--and this is probably the biggest of all--we've got to begin to see and treat and teach children as individuals. We've got to begin to let them know that it is all right to be who they are because they really can't be anyone else anyway. That is going to be tough. It will mean a re-evaluation of a value system that has been around for a long, long time. We played a dangerous game. We played God. We, and I mean our society in general, have judged people and placed positive or negative values on certain characteristics which we label as "good" or "better," and we've made them pay off big. We've made the possession of other characteristics quite a liability in our society. We've said that it is better to be a teacher, a doctor, or a lawyer than it is to be a custodian or a mechanic. And yet everyone can't be a doctor or a lawyer or a teacher.

Is it any wonder, then, why we sometimes have difficulty relating to a custodian or a mechanic or a plumber. We've said it is better if you are a woman to be 38-24-35 than it is to be 33-30-40; we've said it is better to be a blonde than a brunette; we've said it is better if you are a man to be six foot, four than it is to be four foot, six. It is better to be an athlete than a non-athlete. We've said it is better to be a scholar than a non-intellectual. We have said, if you will, in many instances in industries in this country, even in this enlightened age, it is better to be a man than a woman. We have said all these things, and we've made them pay off well for those who could and did measure up. And yet, I suggest that everything I have mentioned to you is an involuntary condition of birth. And I suggest further that nothing which is an involuntary condition of birth is either better or worse, good or bad, moral or immoral. These things simply are. No man nor any society has the right to play God and

to judge them and to make a man, much less a child, feel less than worthy because of his condition of birth. It is not only not right, it is an increasingly dangerous game to play.

Challenge number four--and this is the reason we are assembled here today--has to do with school leaders learning the strategies of institutional change. It can be learned--it's already being researched and recorded in numerous fields of research. This means two things to me--(1) that we have to grow ourselves and (2) that we are going to have to do our homework so that we can take it back and implement it in our own systems.

Let me discuss four conditions or four components of institutional change that I think ought to be carved over every school of education that offers to train school administrators. The first one is that renewal can occur best in a non-threatening atmosphere. Organizations can aspire to the highest of standards and still accept the differences and uniquenesses of individuals. As a matter of fact, creativity and uniqueness can only function best in a hospitable environment. Number two--professional renewal can and should be related to the purposes, the priorities, and the goals of the institution. And that assumes, of course, that institutions have those priorities and purposes. Number three--renewal is something that someone does to someone else but something that is mutually agreed upon by all participants. Item number four--renewal is something that can be and ought to be academic. I don't think that it is asking too much for people in a profession such as ours to turn to the research literature and professional studies now and then to find out what other people have done. My guess is that you could pick any topic out of a hat, turn to professional literature, and find that it has been worked on and solved with a variety of alternatives at least a dozen times throughout this country. So why not use the benefit of other people's work, of other people's academic preparation.

Finally, the third dimension of renewal I call "extra-professional." The thesis stated very simply is that we are members of a learning profession, and we should continue to be learned outside our own profession. Professionals, especially educators, are not truly educated if the knowledge they have is restricted just to the pedagogy of their own profession.

In the beginning I said that we are in a period of tremendous change; and change, like old age, isn't bad when you consider the alternatives. The only question is, "Can we as educators provide the insight and the wherewithal to stay abreast of today's youth and tomorrow's profession."

# THE ROLE OF THE SDE IN STAFF DEVELOPMENT AND ADMINISTRATIVE RENEWAL

by

Dr. Ed Brainard, Director
Leadership Development
Colorado Department of Education

The topic for this panel is "How Can We Stimulate and Provide Leadership for Administrative Renewal Programs?" There are at least six things that a State department can do. First, a State department can encourage the development of administrative renewal programs and staff development. Although staff development and administrative renewal programs must be school-district based, school-district planned, and school-district conducted, a State department can become a vocal advocate for staff development.

Second, a State department can assist interested school districts to actually implement staff development and administrative renewal programs. The leadership processes for this function are already well developed. A State department can consider the processes that exist and adapt them to specific needs. These processes include identifying workable models and offering alternative, practical approaches that are already being used by other school districts. In short, the State department of education has the power to inform, the power to encourage, and the power to stimulate.

Third, a State can assist school districts and school-district planning groups to distinguish between the purposes of formal and informal education. Formal education is largely graduate education in a university setting; informal education occurs in a variety of settings and locales which are primarily extra-institutional. Both have a vital role--there is no question about that. But both have different delivery systems. Of the six districts you heard from yesterday, virtually all of them are plowing new fields in the area of informal education. On the job, job-related informal education does not necessarily have to use the delivery mode of formal education as we know it in graduate education.

Fourth, a State department can organize activities so that the leaders, the persons in school districts providing leadership for administrative renewal and staff development programs, can meet periodically to share their practices and to share their programs. A team of colleagues, a collegial team, can learn together. They can come together to discuss their successes and solve some of their mutual problems. State departments can play a vital role in setting up this linkage mechanism.

Fifth, a State department can encourage districts to realize that effective staff development and effective administrative renewal programs should make use of the reservoir of talent that already exists within school districts in their staffs of administrators and teachers. Too often we think that the only resources we have are those outside the district.

Finally, a State department can prepare its own staff development and administrative renewal program for its own personnel.

# ABOUT HOLDING UP BRANCHES
# OR
# PLANNING FOR SELF-IMPROVEMENT

by

Dr. John Dewell
Director of Staff Development
Tulsa, Oklahoma Public School District

In Oklahoma there are many Indian tribes, and, of course, Oklahoma is the area into which the Indians were resettled. One of the five civilized tribes that came from the southeast part of the United States is the Creek nation. The Creeks practice an interesting custom. Whenever there is a public gathering to talk about government or other tribal concerns, all the people in the audience have branches which they hold up as long as the speaker is making sense. The speaker has a staff that gives him the authority and the power to talk; but when he is no longer making any sense, the audience puts down their branches, and he has to relinquish the staff of authority. I hope that you will do this for me on a piece of paper, but I am not going to relinquish my authority to talk.

School administrators are human. That may come as quite a shock to most hard-core members of a teacher's association or to certain groups of patrons within the various school communities. Administrators are insecure sometimes; they don't have all of the answers. Human beings are, as Carl Rogers says, "Always in a state of becoming." Nothing animate can always stay where it is. It can't stagnate. It either decays and dies or it's growing and becoming. What John Gardner says in Self-Renewal: The Individual in the Innovative Society still holds true about growing and dying, about what happens to an organization, to a person.

In Tulsa we believe that our administrators are somehwere, but they aren't stagnated. They need to grow, they need to become. So, the rationale is that we need to do something to help them, to facilitate that grwoth, that development, because they are the people who through their teachers, the people who work for them, are able to facilitate their growth and their development which in turn facilitates the growth and development of youngsters. That's not a very profound idea, but it is basic. We all realize that.

In 1969, the Tulsa public schools had been led for 26 years by the same superintendent. This is not to say that the administrators and the teachers had not grown or continued to develop professionally during the 26 years that the previous superintendent was there. It is rather to say that the glasses through which that staff viewed their growth and development had, over those period of years, pretty much come to be ground for the same prescription. They all came to see things pretty much the same way. I suppose they were even tinted a little rose-colored, which I think happens to a lot of us. We see things pretty much the way we want to see them. There are very few outsiders within the administrative personnel. They are mostly people who came up through the ranks. I think that is probably typical of many districts.

The board went outside the district to hire a superintendent. He brought with him a lot of ideas. He wanted these people who were all seeing through the

same glasses to grow. He ran a program for administrative development. I think in retrospect we probably did the wrong things. At the first meeting, a breakfast meeting at 6:30 in the morning, the principals complained that they couldn't afford the time away from their jobs. One old fellow--and we've got some pretty crusty characters in Oklahoma--came in with a lantern held out in front of him. He put it out and set it there right on the table. We got the message. But we went on for a period of time, bringing people in for large group-type things, mostly just to create an awareness that there was an outside world.

Three years ago, the new superintendent asked me if I wanted to be Director of Staff Development in addition to my position as Director of Student Teachers. Since then we have built on some of what we had and now we're really involved with an individual administrative growth plan. We have had a series of sessions on planning. Instead of just coming across with an idea, we have to develop a plan to its fullest potential. We have to sit down and say, "What is our goal?" "What is our objective?" "What assumptions can we make about the fact that if we don't do anything, what will it be like?" "What are the resources that we have?" "What strengths do we have?" "What weaknesses are working against us?" By brainstorming with several other people who have the same concerns--like the principals, the director, assistant superintendent, whatever--we came up with all the alternatives, one of which always is, "Don't do anything different from what we are presently doing."

After we do that, we prioritize those and then decide which to do. Nothing happens without this. The beginning of a new school, the initiation of a major curriculum change--everything is done through this planning guide, especially major projects that call for money. We even get into very technical kinds of things like critical path movement. Then, any person who is on the superintendent's executive staff, that's the ten top people in his cabinet, and his whole general staff, each of these individuals has to develop yearly one or more district objectives that they can pursue outside of their regular job descriptions. It might be something that has a duration of perhaps a month, two months, or it might be something that has a duration of two or three years. So this is the second kind of way--a subtle, forced way--of getting at administrative renewal.

I still feel strongly as I read a lot of the plans made public as part of the public accountability that many people just go through the motion of preparing a plan because the superintendent said to do it. Thinking back on my relationship with CFK and the relationships that I have had with some other outside groups, I am strongly convinced that the only way to ever get anybody to grow is to let them do it themselves--when they really want to do it. They will do it when they are motivated to do it.

One of my district objectives for the year was to involve 10 percent of our principals in an individualized growth plan. The kind of plan that we use to develop any kind of district objective is called an achievement plan. It is simply the objectives, the present conditions, the desired conditions we hope to reach and the description of the project. First, I developed a structured, stress-free interview instrument that would measure the growth and potential of administrators in our district. Then I interviewed a minimum of 10 percent of those administrators who volunteered. A profile was developed from the interview data to help each administrator who then volunteers to go to the next step to develop and implement an individualized growth and self-improvement plan called a SPAR.

I had hoped to be able to get some training in this from the group in Lincoln, Nebraska, whom I think many of you ought to know: Selection Research, Incorporated. They have developed and verified two instruments--one for selection of teachers and one for selection of administrators. They are just starting to use these not only to select people but also to design a developmental plan to find out where a person is, where his strengths are, where his weaknesses are. Because their services cost a lot of money, I wasn't able to secure their training, but I have some good friends who know their material, and I visited with them at length. The themes aren't protected--such things as a person's empathy or his ability to delegate or to be a relater or to be an arranger or a catalyzer or to have ambiguity tolerance. You can find those in any OD book that you want to look at. Any organization development book, any administrative handbook. So taking those, I developed our own structured interview.

In the structured interview you ask an open-ended question. The first one that you always start with is, "Why did you want to be an administrator?" Then you listen. There is no right or wrong answer, but there are answers that say the right things such as, "Well, I hope to multiply myself." "I hope to have a bigger impact." "I hope to reach more people." Those kinds of things. And in all the themes you carry this through. There are six runs and 72 questions. By the time you get through, you have a very good picture of the administrator, and he has it himself.

The flow chart (see p. 13) is sent to an administrator who can read it and chuck it into a file and forget it, or he can call me. If he calls me, then I explain it in a little more detail. I will come out and interview him on tape. After the interview is done, he can listen to the tape. As a modification to this plan, we now let the administrator himself look at the question, and then make the decision whether he heard it or he didn't hear it, did he say it or didn't he say it. Based on that mutual analysis--I analyze it, and the principal analyzes it--we mesh the two together, and we argue about that. We sit down and work out a conflict resolution. "Maybe that is what you meant, but that isn't what you said." "So I can't live with that." "Well, that's right." "I didn't say it, but I wanted to say it." From that analysis he then goes into the development of a SPAR (Self-Performance Achievement Record). A SPAR is simply a statement in which you say, "My goal either personally or institutionally is. . . ." And you just state it.

For instance, one of the men working on it right now has this SPAR: "Quit thinking of my teachers and students as a group and begin to operate with them as individuals." In almost all of his answers, whenever he had anything to do, he always took it to the total group. He never worked with one on one. He was afraid they would say, "Well, he's got a secret going over there." And yet, the best way to get anything done is one on one or in small groups. And so he wants to start relating to those people as individuals. He's developing a plan. Then he sets out specific objectives to do that. He sets out specific activities--things to read. He is reading a book called, Born to Win, a transactional analysis book, which just simply starts you into the process of working with people in a different role and getting out of the authoritarian parent-child role and getting into what is called an adult role. He also is working in a collegial team, which is a group of two or three other principals who have similar interests. They read on a regular basis as a support force for each other. He has several other activities such as taking one teacher to lunch a week outside of the building. He's never really thought that he needed to know personal things about them in order

to be a better administrator, and yet after he finished the interview this is one of the things that he felt he needed to do. At the same time he was developing his plan, he inquired, "What evidence of success will I accept that I have reached it?" It doesn't have to be any high falutin' research term but just a simple feeling of, "Yes, I have achieved this objective."

On the other side of the SPAR document is the question: "What new skills or knowledge do I need in order to accomplish this?" That is about the only place where I get involved because I may know of some resources or some places and some people that he or she doesn't. And so I help them to answer this question and then they set down a calendar. "By January 15th, I am going to purchase such and such a book. By February 23, I am going to have it read." They put a starting date and an ending date. There is a blank column on the side to log these in. Then if you say, "Hey, I didn't quite get there yet," there is a reason. Or, "I'm ahead of schedule." Or, "I'm behind schedule." They share that with me if they want to.

How can I make sure they did it? I guess, the way I will know is when they have finished the whole thing and they come in and say, "Here I am. Thanks. I enjoyed it. It was interesting." They say, "Hey, can I come back and be interviewed again?" Or, "Another thing, in my previous interview I just wasn't real big on the area of empathy. Could I develop a SPAR in that area?" And you go from there.

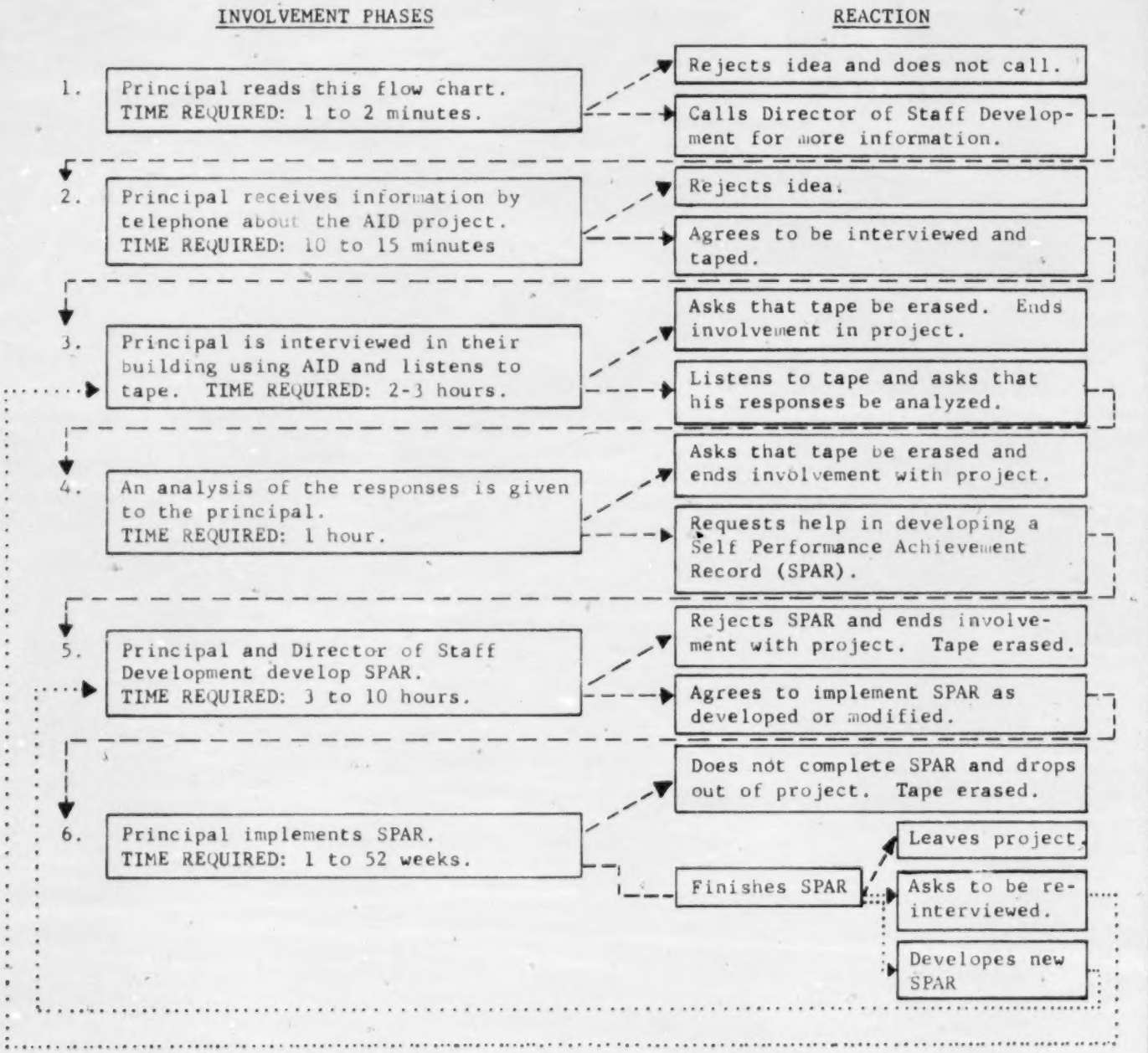
Another thing we're using in Tulsa is the School Plan and Improvement Project, which is published by Phi Delta Kappan. Everybody wants to make their school a more productive and satisfying place. Of course, it's what people interpret being productive and satsifying to mean. And so, we use this document for a principal to challenge his staff and his teachers and also for the superintendent to challenge the school district superintendent. This document is designed to measure what people's perceptions are--how do they see the place? How do they think it ought to be? People say, "Well, that's just a perception. They don't understand." Well, it's the climate that results from their perceptions, not from what you say it is. If you believe this speech is interesting, then it is. If you don't think it is interesting, then it isn't. Each of you is operating at different levels because I'm meeting different needs of different people. It is your perception that counts, not how much or great. When I go home, my wife will say, "Well, how did you do?" I'll say, "Well, let me check. Let me see how many times the branches were up and how many times the branches were down." Hopefully, you will have done that for me. Then, I'll know how well I did because I'll know how much you were tuned in or tuned out.

From that kind of profile comes growth, growth based on the gaps between how everybody in the school community sees it right now and how they think it ought to be. There's usually some distance between perceptions even if the school is really good. Even if you are perfect, there is going to be room for growth. From that perspective you choose an area to improve, one or two areas within the total school climate profile which measures all kinds of things such as trust, loyalty, opportunity for input, sharing, school renewal, even down to the plant--the suitability or safety of the school plant, etc.

Based on all this, the principal and his task force develop a School Plan and Improvement Project. The project may be for the school, but the work the administrator has to do to complete the project leads to his renewal. He's motivated because he wants the school to be a productive and satisfying place so he has to do some reading, talk to somebody, go to a meeting, do something to find out more about that.

## INVITATION TO PARTICIPATE IN ADMINISTRATOR INVENTORY DOCUMENT (AID) PROJECT

The Department of Staff Development has just completed the development of a structured interview instrument known as the Administrator Inventory Document (AID). AID allows practicing school principals to express their perceptions about school administration in many different administrative theme areas such as delegator, catalyzer, group enhancer, etc. Having completed the AID structured interview the principal can decide if they would like to improve their skills in one of the administrative theme areas and then work out a plan to do that with the Director of Staff Development. The increasing levels of involvement that a principal can have with AID can be seen on the following flow chart.


INVOLVEMENT PHASES
REACTION
1. Principal reads this flow chart. TIME REQUIRED: 1 to 2 minutes.
Rejects idea and does not call.
Calls Director of Staff Development for more information.
2. Principal receives information by telephone about the AID project. TIME REQUIRED: 10 to 15 minutes
Rejects idea.
Agrees to be interviewed and taped.
3. Principal is interviewed in their building using AID and listens to tape. TIME REQUIRED: 2-3 hours.
Asks that tape be erased. Ends involvement in project.
Listens to tape and asks that his responses be analyzed.
4. An analysis of the responses is given to the principal. TIME REQUIRED: 1 hour.
Asks that tape be erased and ends involvement with project.
Requests help in developing a Self Performance Achievement Record (SPAR).
5. Principal and Director of Staff Development develop SPAR. TIME REQUIRED: 3 to 10 hours.
Rejects SPAR and ends involvement with project. Tape erased.
Agrees to implement SPAR as developed or modified.
6. Principal implements SPAR. TIME REQUIRED: 1 to 52 weeks.
Does not complete SPAR and drops out of project. Tape erased.
Finishes SPAR
Leaves project.
Asks to be re-interviewed.
Developes new SPAR

# FROM A CONTINUING EDUCATION OFFICE TO A STAFF DEVELOPMENT PROGRAM

by

James Metzdorf
Coordinator, Staff Development
Jefferson County Schools, Colorado

In our district the first staff development activities were put together in the 1960's as a follow-up to what many people saw as a non-problem: that curriculum was being implemented because curriculum was there to implement. Staff development took the form of in-servicing of new science programs, new math programs, new social studies programs, etc. At the time I rejoined the district, after having been at the State department of education, many teachers, administrators, and board of education members began to feel this kind of thing needed to be expanded. In mid-1973 a task force was formed to survey the thinking of the district, to come up with other ideas that could be brought to bear on the issue, and to determine what a staff development program should be. That led to a task force report which outlined several dimensions of a staff development program.

So, although an office called Continuing Education already existed, it was primarily there to serve the administrative functions and credit awarding of the high school student teachers. It did not offer a systemized staff development.

In late December of 1973, after the task force report was submitted, we found ourselves in a position to have an expanded staff development office. We currently have about two and two-thirds full-time people who administer and coordinate and otherwise manage the staff development program. It is our charge to service all of the staff personnel in Jefferson County. That comes to 4,000 certificated people and about another 2,500 non-certificated people. So our job is really to run a university within the district for about 7,000 people.

Prior to the extending of our staff development office, we focused almost wholly on the implementation of district curriculum. We haven't lost that focus, but it has now become broadened and becomes one of several foci, including personnel growth. Our basic assumption when we deal with people is that they generally believe in this idea and look at this kind of change as not necessarily negative. In a district that is confronted with many different changes, that is sometimes a hard thing to sell. We support personnel growth in terms of courses that might be offered which relate to such things as professional skills and knowledge in the content areas, or skills that an individual might want to improve himself in, or self-concept enhancement. In group development we then put this together and as we deal with groups that might be a local school staff, a group of administrators, or some other kind of defined group of people, we see that the content of those programs would be basically problem-solving activities, ways of planning and decision making, how to share responsibilities, and of course with that whole thing, how to communicate with each other.

In the activities of our staff development office, we offer curriculum implementation and personnel growth support. Both of these have the incentive of in-service credit or college credit. Our in-service credit does provide for advancement on the salary schedule. It is available for both administrators as well as teachers, which is part of a negotiated agreement. However, for every

level increase, which is about 20 semester hours, half of those must have been college graduate credit; the other half could be undergraduate or in-service. The other restriction is that you can't move past the B.A. plus 40 level without a master's degree. In those restrictions there are some forcing factors to work with the colleges, contrary to what some of the colleges think--that we are trying to set up in direct competition with them.

In terms of building an area staff development, we have developed a pool of facilitators or leaders out of the ranks of our own district. We try to identify administrators as well as other people. As a matter of fact, the primary facilitators we have found have come from our counselors, psychologists, and our social workers. We have also found that reading teachers have provided a beautiful resource pool for us because they deal with the personnel within the school. The group of about 25 people in whom we now have confidence in working with other people has turned out to be one of our best administrator renewal agencies because as they go out and work with building staff and principals to set up in-service programs for the staff, they are essentially in-servicing principals on how to conduct staff development in their own schools. They help to take the load from the principal, allow him to be part of the participating group, and thus allow the building principal to gain some skills by seeing a model of those skills.

The OA teams, or observational analysis cycle teams, are closely coordinated with our JCEA--Jefferson County Educational Association. We have found you aren't going to get anywhere in staff development for either teachers or administrators without the support of the teacher association. We were fortunate in that the fellow who worked with me was chairman of the Instructional Professional Development Committee of the association. He has continued his liaison with that group, and they serve as a power base for many of our operations.

These teams can go out and do observational analysis cycles. Either an administrator or teacher or department chairman within the school may want someone to come out and observe a program implementation or staff development activity. This visitation may serve as on-site in-service for an administrator who wants to find out how this sort of thing functions. The team is usually made up of two teachers plus a team leader who has training in facilitation skills and the OA cycle. Werever possible we try to get principals involved in those observation teams as long as it does not affect the affective set of what is going on in the observation cycle.

We felt that in any system's approach the first step is always needs assessment--trying to find out the problems, the wants, the needs in a systematic fashion. We came into this in a very formalized sort of way. We did it both with teachers and administrators. I want to show you both of those because I think it is interesting to get a comparison of what was rated high by teachers and what was rated high by administrators. I'll explain to you briefly how we did the administrative one because I think the process may be of some value to you as well.

The teachers' needs assessment was comprised of about 82 items that they were supposed to check in order to give us information about whether their need was to maintain their skills, for their own growth, etc. There were 1,375 respondents out of about 3,000 teachers at that time. We secured a good number of respondents because we did do it through our local teacher's association. Their building representatives were the ones who distributed the questionnaires, picked them up, and then sent them back to us. Of those, there was a good breakdown between junior, senior, and elementary, which makes this a fairly representative sample of high-priority items.

There were 103 out of 260 administrators who responded to this needs assessment. The concerns of the administrators were different from those of the teachers. Evaluation of school personnel was a high item. Improving your role as an instructional leader and improving the communication process in the school--building level concerns--whereas the teachers' were naturally classroom level concerns.

We were just implementing an MBO process in the district, which led to the climate improvement, decision-making item coming out as a high priority. The way we got at this was to begin with meetings where we got all the elementary principals together. We asked them, first of all, to brainstorm all the descriptors that they thought would describe a good elementary school, all the descriptors that would describe an administrator who had that kind of a building functioning, and then list those areas in which they felt they needed some help in building toward the goals that they had set in their particular group. We then came out with a list from the groups of elementary principals.

We did the same thing with the junior and senior highs. We had a committee from the administrator's association made up of nine people who represented various job roles. They brought this information together and compiled it into what were initially 13 items. We put some other items on it and sent the questionnaire back out again. During this stage, then, we found out where we should be going with our administrator programs. We did this on an area cluster basis to get feedback from the area superintendents in terms of their programs.

As we look back on the process we went through on needs assessment, I have a strong feeling that we should have tried to reach some kind of a balance between the kind of organized administrative needs assessment that was conducted and eye balling and listening. I think probably that if I gave you any words of advice right now in getting started that you would find it would be much better to do an assessment through the one-to-one human kind of a relationship rather than through what many people see as a very open, impersonal sort of needs assessment. I'm not sure it was worth all the energy.

It did give us a PR opportunity with the administrators. We could say, "Hey, we want to do something with you; we don't want to do it to you. We want to do it either with you or not at all. We want to find out your concerns. We don't want to run out of solutions to non-problems." In our district-wide organizational meetings for administrative renewal it also gave us a chance to focus on the high priorities.

We have gone through these processes which are still evolving. For the future we are currently working on an administrative development program which will look at a formalized way of training new people to get them into administrative jobs.

# ADMINISTRATIVE RENEWAL IN A SMALL SCHOOL DISTRICT

by

Dr. James Pahlau
Director of Instruction
Canon City, Colorado

Being from a small district with only 12 administrators, we decided that whatever renewal program we devised should be unique to our district. Obviously size would affect the type of administrative renewal program we set up.

Why have an administrative renewal program in the first place? Whenever I get stumped on something like that I always go back to Webster. Webster says that "renew" means to make or become new, fresh or strong again. He is assuming that we were all new, fresh, strong in the first place, which I would like to assume also. Renewal will give us that opportunity to become fresh, strong, and new again and, hopefully, will combat those times when things do go wrong.

The rationale for developing administrative programs can be varied of course, and I think it fits each individual district differently. In our case, when I came to the district three years ago as Director of Special Services, I was interested in the area of comprehensive planning, and so it fit into my tasks to nose around the district a little. I discovered, for instance, that of the 12 administrators, only four of us had ever been administrators outside the district. We'd never seen action in a setting other than the one where we were working right now. I also found through interviews with principals that there was a general feeling of being stifled. They felt that they hadn't been able to grow, there was an unrest. They seemed to be indicating to me a need for renewal, and they wanted to have that opportunity.

Perhaps it won't always work to have somebody from the outside take an objective look, but I think that we must always be concerned to discover actual needs. Are people really trying to tell me something in their activities and behaviors if I listen closely? Maybe they don't say it verbally, but are they saying something in non-verbal types of communication? That was the rationale behind our starting an administrative renewal program. Frankly, it wasn't even called that. We had never heard of it until Ed Frehner visited us one day. We subsequently adopted that title. We have obviously found that the concept is attractive and works, and we're calling it an administrative renewal program.

How do you organize or put together an administrative renewal program in a district where you have 12 administrators? The key is the leader. Superintendents can either assume this role or they can appoint someone on their staff to assume that function. That was the case in our district. I was not appointed, but I assumed the position as part of a role that seemed to fit my job function anyhow.

Then the leader should bring his staff along with him as he goes. We did not follow some of the suggested patterns in having a task force, for example, because we were a small district. We meet weekly as a group of 12, and it's a pretty close group to begin with. But a leader must bring them along, have informal discussions, involve them, give them a sense of ownership, allow them to see the real value in administrator renewal.

Of course, you should have some way of assessing the needs and the talent that is in your district. We put 90 percent weight on a paper and pencil instrument and 10 percent on an interview. Many times an interview with personnel can give you an idea of their needs as they see it individually, and as they see it as a district. It can also give you an indication of their talent.

We sent out to the principals a statement which listed a number of knowledge areas or function areas. We asked them to rate these on a scale of four as they saw their importance to the district. What do you think the district should be looking at in the next few years? What should we be prepared for? I summarized this information. Then they completed another form identifying themselves according to name, position, and so on and so forth. The remainder of the form sought information about specific talents or abilities. For instance, do you have any special training, knowledge, experience in the area of sensitivity to students or student needs? From these various knowledge areas, each administrator identified his experience, his interest areas, and his feelings. A summary of this information gave us an overall picture of what talent we had and what interests there were. I think the process would be more workable in a larger district. When you only have 12 people, you are not drawing from a very large talent bank.

Because so many had not been administrators in other areas, they were very reluctant to check any of the three experience columns. Consequently, all of our available talent was not revealed on paper.

These initial efforts have prepared us for the present phase in which we are individualizing our administrative renewal program more. We have a good baseline to review in talking to administrators about what they saw a year or so ago, what they see now, and what they would like to change. They found, finally, that sensitivity to student needs was the number one priority; then diagnosis and feedback procedures, and special education; and then two tied for third place--curriculum development and program coordination, and conflict intervention.

Since we are very limited in resources, we really attacked number one; anything we could gain in numbers two and three as spin-off we gained it.

Our number one need was sensitivity to students, but really, what are students but people. Was there an in-service program that we could provide for ourselves, any renewal program that aimed at understanding or being sensitive to the needs of people? We decided to approach it from the view of transactional analysis. That set the stage for our activities and determined the resources that we needed to help us in our administrative renewal program.

I found that the administrators had wanted to do this for a long time, but the gate was never opened. We didn't individualize much in that first portion of our administrative renewal program. We had a TA expert come in and spend some time talking with us. I asked him to explain to us how TA would help us be sensitive to the needs of people. How it would help us in conflict intervention. How it would help us in developing curriculum, and so on and so forth.

Then we followed up. We tried to individualize a little by providing individual resources for people to come back to any time they wanted to. We provided TA resources, filmstrips, reading material. About three months after our initial in-service training, each administrator was given a sack of ten little "warm fuzzies." These are a little ball, and they have sticky feet on them. The instructions were, "You must give away each of your ten warm fuzzies with a warm

fuzzy." In other words, you had to physically give someone a warm fuzzy, tell him what a warm fuzzy is and what it means for you to give it, and hopefully receive in return some expression that the gift he received made him feel good. The reaction to the activity was quite favorable.

The other important follow-up was the continuous evaluation of our in-service or renewal program. Immediately after our first renewal exercise, we asked for an evaluation. Nine weeks later and three months later, we asked the same questions and compared the results. In the area of being sensitive to people, they increased their ability. They say they are finding out more and more and intended to find out more about TA.

We had some weaknesses in our program. I think our greatest weakness was that I didn't use the KISS principle--"Keep it Simple Stupid." I did not keep it simple enough. I think that is important, especially in a small district like ours. Keep it simple, fluid, so it can move. When you have an administrative renewal program operating, you aren't going to have any trouble keeping it going because it generates unbelievable interest and desire on the part of the administrators. They don't want to let it go. They see it as something that is valuable, and that's what I am experiencing right now.

# PRINCIPALS ARE SKEPTICAL; LEADERSHIP IS THE KEY

by

Dr. Charles R. Hough, Principal
Ingraham High School
Seattle, Washington

The principal is the key operating officer in a school district, similar to your regimental or battalion commander in a military operation. You can have the best general in the world--the superintendent--but unless you have a good, well-trained, and dedicated cadre of lower ranking officers, you aren't going to conduct a very good campaign. You can remove them or fire them, but unless you give those people some opportunities to develop leadership along the way, you are still not going to operate very well as a commander.

Now then, how can we stimulate that person to improve himself or herself? I think again we have to proceed on some assumptions and the first assumption is that people want to learn. Basically, people in education are willing to learn. They will extend themselves to acquire some retraining, to make themselves a better person in the particular job they occupy.

But any program that comes along must make some sense. Principals are quite skeptical of things that they perceive to be imposed upon them. From my experience I have found that principals may resist ideas or programs because they really don't feel they had any part in developing them. A program for administrative renewal, then, must be applicable to where the person is in the job and applicable to what he is doing.

To stimulate renewal activities requires the essential ingredient of leadership. That leadership must come primarily from the superintendent with his or her commitment, and then be transferred on down to the leader of whatever group set up to renew or restimulate the operating principal. The operating principal, for his part, sees that the program is applicable not only to where he is at the time, but where he sees himself going.

Now then, what are some of the necessary rewards that should be built into the system? Although learning for itself is sufficient reward, I think principals are skeptical. They wonder if something is really going to work. Knowledge unto itself may not be altogether sufficient. I do think that rewards are necessary. And one of the essential qualities of the leader who is selected or emerges is salesmanship. The product must be a good and honest one, and the leader must have integrity in the selling of that product.

One of the principal rewards he has to sell is the idea of the collegial fellowship. Principals oftentimes feel lonely in the operation of their jobs. They feel that they sometimes are not supported and that they need other people of like minds with like projects to talk to, to speak about, to get some ideas, to get themselves told that they are all wet, or have themselves patted on the back. And in a good leadership model I propose to you that a collegial fellowship, collegial association, whatever name you want to call it, is essential. Without that, many programs tend to fail.

Another reward that does come about through the acquiring of knowledge is that knowledge means power. In our district with the increase in knowledge certain power has seemed to accrue to the principals engaged in administrative renewal and to the principalship in general. Now this may be a dangerous result. Power must be used properly. We must always think in terms of what is best for the school district because without that kind of basic premise, I think any school district is in trouble.

Here again we come to the basic question of leadership and the basic question of the superintendent's commitment to the particular program in which we are engaged. The major suggestion for the superintendents would be to set your boundaries for administrative renewal, select as your leader a person that is capable of providing leadership, a salesman, and yet basically well founded, and let your principals go.

# ADMINISTRATIVE RENEWAL AS PART OF AN INTERMEDIATE SCHOOL MODEL

by

Dr. Richard E. Marr
Director of Personnel
Alvord, California School District

In an effort to develop a new approach to educational leadership functions in secondary school principals--that is what our whole project is designed for--the Alvord administrative staff designed what we thought was a unique conceptualized plan for individualized continuing education for its principals. The individualized continuing education, or ICE, was the original Kettering thrust in which the administrator looked at himself, decided what he needed to do, and from there took it to our district administration.

The plan's conceptualization stemmed from several critical assumptions with respect to the secondary schools today. When I say "today," I am talking about the period of five years that we've been in the program. The end result of our particular program document here was the intermediate school-to-be; so many of my comments today will be directed toward the intermediate school, although all of our secondary principals are involved in this--the intermediate and high school principals plus our district administrators.

At the time I joined the program as a high school principal, the district had been in the ICE for two years. We made these critical assumptions at that time. They may fit your particular design in your district or State or they may not, but they did in our particular situation. First, the qualitative status of secondary school leadership was not acceptable. This assumption includes those middle schools which serve early adolescent youth--the schools to which our district project addressed itself. The need for change in secondary school institutions was so urgent that improved leadership for the status quo would only serve to inhibit the progress. Second, it was assumed that education for leadership must occur within the framework of institutional change in order to sustain itself. The systematic process of education and leadership must be in harmony with the dynamics of institution change which it is to sustain. Third, the model secondary institution for urban youth has not yet emerged, or at least we felt it had not at that time. The junior high segment remains largely dysfunctional. Youth at the onset of adolescence in American culture require a protective intervening institution which also mediates between early adolescence, social psychology, and the dislocation of its culture. Finally, curriculum components of the ideal education program intended to intervene for youth to protect them and at the same time articulate the educational system are at best unclear. Sufficient knowledge respecting the needs of early adolescence and how to fulfill these needs is at hand so that it is possible to establish a solid theoretical base for sound educational programs.

The central problem for the realization of sound educational programs was to develop educational leadership which could apply such knowledge while at the same time maintain institutional change. By that we simply meant that in our particular situation we felt that we were stagnated, our schools were stagnated, and we were trying to figure out how we could motivate a change in the school. Initially we had to determine how to motivate change in the administrators in charge of those particular institutions. The answers to the question "Leadership for what?" must therefore be incorporated into any in-service program

designed to improve educational leadership. Since the new behaviors manifesting leadership must themselves be institutionalized, the administrative staff in our district proposed to construct and implement a model middle school, which I refer to here, and which would serve as a vehicle for the administrative in-service for all our secondary administrators. The developing model would provide contextual aspects of a merging parallel in-service program for each administrator in the building.

Basically we started trying to identify the needs of our particular district, the needs of our particular administrators, and then we had to get into a conceptual statement: "How are we going to implement these kinds of things?" As we come up with a model program, which is our model intermediate school, how do we develop leadership functions within that program and what kind of leadership behavior are we looking for?

This is what we originally developed as a guide. I'm going to refer to seven areas in the model intermediate school that we identified as far as what needed to be done. When the time came for us to build a new intermediate school, what would we want in there? The first of course was the Alvord community--and under this we wanted to look at the history, the socio-economic level, and the educational needs of the youth within the program. The second area we looked at was the early adolescent youth--and under this was the nature of early adolescents and their apparent needs, educational implications of the nature of early adolescence, and the learning theory applications of early adolescence. All this we wanted to incorporate into the school and into the curriculum that we were going to develop. The third area, which I became quite involved in personally, was the goals of the institution--and this would refer to the paramount goals, the curriculum goals, and the guidance program within the institution. The fourth area was the conceptual framework of the human relations school, that is the thrust of the Kettering Foundation project, i.e., the humane climate is primary. The fifth area was the governance of the school, and this was broken into two areas--the decision-making process for administration, curriculum, and guidance, and the evaluation process for administration, learning, and teaching.

The last area was the educational program--and this was where we got into the curriculum and grouping particular curriculum areas together. As part of this effort we sent four of our principals to different districts throughout the United States. One that impressed us was the Tulsa District.

We were to develop these areas over a three-year period, which it did take. We felt there was a need for an administrative renewal program, we developed a bible chart that we went by, we developed our needs, our statements, our institutional goals, and our model--the vehicle of the intermediate school. We allowed our administrators of each of our sites to develop their own in-service activities, but these would be linked to some phase of the development for the actual model program.

The rationale for developing such a program in our school district was basically to increase the professional growth of the site and the district administration. The in-service of the same group of seven administrators was designed for the improvement of the curriculum in schools so we could have some direct result for students. The district model then became this vehicle.

How did we get this far? Through a step-by-step process procedure. We first got together and started brainstorming, an excellent technique in which everything is accepted and nothing is rejected. Then we set priorities and began developing our model. Next were the meetings and the seminars where we took the ideas from our brainstorming sessions and put them to work. We also took our own in-service activities and brought these to the meetings and seminars to bounce them off one another because it was valuable input. We were all in the same kind of position, all had the same kinds of responsibilities. It's amazing what you can get from your own colleagues. There is a lot of expertise among your own people when you draw it out in this method. The other area that we participated in at that time was the CFK Limited National Conferences where we did get consultants and the associates that were affiliated with CFK, and now it is a cadre--the CFK is no longer in existence. Then we each had our own internal commitments to do something. I believe this was probably the main thrust. If a person is not himself committed to change or will not look at himself, he is not going to help anyone else.

Each of us took an area of responsibility in curriculum development of goals and objectives, etc. That became our in-service. For example, our Director of Pupil Personnel Services developed the entire guidance portion with his staff for the model intermediate school. One of the high school principals at that time was into curriculum; so he developed the entire curriculum end. He did that with the cooperation of our whole committee several times, and it was rewritten probably 15 different times to get it into its final form.

I was involved with development of SPARS--the Self-Performance Achievement Record for administrators. This originally started as the quality performance program and resulted in a self-teaching document which I co-authored.* We developed this document as a self-instructional tool to help administrators develop a personalized renewal program in which they start at the first page; and by the time they get to the last page, they have their program totally developed.

My personal experience with an in-service project was with a high school that was very traditional, very closed, and a staff that had been there for a long time and were pretty set in their own ways. I started before the Stall Bill of California was passed requiring all teachers to develop their goals and objectives and be evaluated by them. It was pretty difficult to get teachers to volunteer, and we did everything on a voluntary basis. Our whole collegial team was on a voluntary basis. No principal or administrator was forced to be involved in this. It was strictly their wanting to do something about it, about themselves. So I asked the staff how many wanted to participate in the field-testing of this particular document. Out of a staff of 85, I got 15 which I didn't feel was too bad as a starter.

It was extremely interesting how contagious it became--to the point where the staff were coming to me and asking me to take them through it. By the time two years had gone by, I had 95 percent of the staff put through that particular program. When the Stall Bill came in there was no particular threat to them at all. They felt very comfortable in writing goals and objectives because part of the SPAR document contains a form for stating goals, activities, objectives, and for evaluation.

---

*Available through the Cadre Publication Company

From that point, we took the SPAR and field-tested it in nine districts throughout the United States. I personally went to Garden City in Kansas and Washington, D. C. We then took the field test information from the districts and came out with the final publication on the SPAR. I would encourage you if you go into an administrative renewal program to get hold of one of these. It is well worth your time and effort.

In any staff development process, the district collegial team and the leadership of a district superintendent are extremely important. If your superintendent is not with you, you've got problems. Two years ago at Vale we invited 35 superintendents to come. It was a real eye opener for them, for practicing site administrators. It probably was one of the best things that happened because it brought people together from districts that had been working together for several years but really never got together as a collegial team. It opened the eyes of the superintendents to the support they really need. You can have all of the desire in the world to change and do something, but if you don't have that support from the top, then you have problems.

In looking at the short and long-range administrative renewal results, I would say from my own observation and participation in it that it has drawn all of us together, not just people who participated in the project, but all of our district administrators. We have gone through the different techniques of brainstorming, of SPAR. Each administrator asked if I would come in and work with their staff as I did with my own high school staff. Every teacher in our district has been through our SPAR program and knows how to write goals and objectives. I think it has really brought a closeness to all of us in the administrative level, and I would like to think within the teacher level. We have developed a comradeship and mutual respect for each other that was not there before.

Many times we get wrapped up in our own buildings not knowing or caring what they are doing across town. This program allowed us to see what was happening and allowed us to share ideas with one another. I think the tangible evidence of this came last year when we went through a critical board election and the teacher's association had finally manifested enough influence to elect four members out of our five board members.

Through the great personal risk of putting their jobs on the line, our collegial team did just that. We went to the community and talked about programs; we approached things in a very professional way, and I think our public relations improved about 1,000 percent. We let people know just what was going on. As a result some members of the community got extremely involved. The result was that a grand jury investigation took place, and they came close to indicting three members of our board of education for acts that they had performed in our executive sessions. These members were ousted in the election, and we felt it was a direct result of the cohesiveness that we had as an administrative team to stand up and be counted. I don't think this would have happened if we didn't have the closeness and kinship that we felt as administrators going through many things of this nature.

Some strengths were developed, things that were of benefit to our particular administrative renewal program. Regularly spaced seminars gave continuity to the district project. We needed to strengthen individual guidance between the monthly seminars. Interacting and dividing into groups provided occasions to share. The members came together from their different groups and bounced off each other what they were studying and developing in their own buildings. We used consultants, people who offered some expertise in decision making, models,

and the Delphi technique--a lot of things you can use as models within your building to test the climate. Our School Climate document gives many instruments in measuring what is the climate within the school, what is going on, what areas need improvement. This has been expanded to a district level called the School District Climate paper. They have been field-tested and used, and they are very valid.

Even though the superintendent is the main leader, you have to have some other leadership expertise in the process. Through your in-service activities, your leadership emerges. These people become experts and can take a leadership role. You are missing the boat if you don't have that particular kind of resource. The process of following individual interests and needs is one of the strongest aspects of the program.

# REPORT OF THE IPOD--THE INTERSTATE PROJECT ON DISSEMINATION

by

Mrs. Virginia Cutter
Director, Division of Dissemination
Texas Education Agency

When we went to Washington to secure a compilation of the federal legislation concerning education, we found it did not exist. However, the President's Committee was involved in compiling the federal education legislation; so we were able to work with some draft documents they had prepared. Our analysis was based on these draft documents, but we also did go to the regulations concerning the legislation. We established three ground rules for our analysis of dissemination activities at the federal level. First of all, we did look for the word "dissemination" or "disseminate" within the legislation. It seemed to us that if Congress, in its wisdom, mandated a research and development activity or program, they implied a dissemination activity. Surely they did not mandate research and development and intend for the results to be placed upon a shelf. We also looked for program development kinds of mandates because again it seemed to us that very clearly with the program development mandate, there was an implication of dissemination for what had been developed.

We did turn up some interesting things. Nowhere could we find the definition of what was meant by dissemination. Although there was no definition of dissemination, there were 208 requirements for dissemination--either directly stated or very clearly implied--which were given to 54 different agencies. I'm not really sure whether President Ford knows he has a legislative mandate to disseminate some educational information; he surely does. The LEA's also have a legislative mandate to disseminate some educational information. Some districts of course have a number of such mandates. State departments of education have a tremendous number of such mandates, but we counted the 57 States and territories as only one agent. Congress has said some 54 different kinds of agencies, including advisory groups, must disseminate information about education. We found 12 different kinds of dissemination that you could group and categorize, ranging from things that were very clearly public information to things that had to do with research reports, evaluative results, and transporting programs from one place to another.

Sixteen target groups could be peeled out of this mass of legislation, ranging from the general to the very specific. Parents and teachers were frequently mentioned as target groups. We found 125 statutory requirements with no regulations to carry out those requirements, and we found 15 regulations for which we weren't able to go back and find the statutory requirements. Our report contains a number of further breakdowns of these. We tried to bring you the larger categorizations of what we found in our study of the legislation and the regulations.

The third task we had dealt with planning framework. Obviously when you are talking about building a planning framework for dissemination, you need an extensive study of literature. We went into the literature on change and tried to become familiar with what was said about how to bring about change in the role of dissemination. We went into everything we could find on current descriptions of what was going on in State education agencies and dissemination. We reviewed those nationwide efforts in dissemination. So our framework was based on the documents from the earlier work of our project as well as the documents mentioned here.

The framework we conceived is not a model nor a how-to manual. You cannot pick up the framework and find out how to set up a dissemination organization. What you can do with our planning framework is use it to see what we have identified as some important dissemination activities and resources. It does provide some definitions and examples. It does discuss some management issues. We think it really is a planning framework that could be used by a State in examining its own operation.

Before I discuss the framework any further, I should like to share with you the definition that we finally adopted in the project. When we use the word "dissemination" now, it has two very important characteristics. Dissemination is a two-way process basic to communication. By communicating the educational needs and problems among those in the local districts, among those who are going to produce the knowledge, and among those who are going to transfer the knowledge, the disseminator must consider both the needs of the user of information as well as the contents of the resource base which relate to those needs. The disseminator must then facilitate both the identification of needs and the uses of the knowledge base.

Our framework has three sub-components for a dissemination program in a State education agency and perhaps by implication in the federal agencies or in a local agency. First of all, the information component here has all kinds of information in it--statistical kinds of information, evaluative kinds of information, resource reports, descriptions of promising practices, all kinds of information and knowledge. Whatever can be packaged in some way and transmitted to somebody is included in the first big component of a dissemination system. The second component of a dissemination system is the linkage. This one is harder to talk about. A book can be a link because it can link the knowledge base with the person who is going to use it; but much more than that, an intermediate unit can be a linker. For example, a State department of education consultant can be a linker. A principal in a local district can be a linker.

These two components are easier to talk about than the third one. As much as we would like to think that everybody is out there waiting to use information, our experience has shown there must be incentives for people to use information. The incentive component of a dissemination system is made up of a variety of things. In some of your States the incentive for the information base might be the legislative mandate for accountability, or it might be your State board of education mandate for competency-based regulation requirements, or it might be the fact that you have Title IV monies for certain kinds of priority projects, and so grants and monies of course can certainly become incentives.

Now these three components need not be in one office. That is the last thing from our minds. The whole dissemination system requires a management component which puts it all together, but not all in one office or under one person. It does mean planning a total operation rather than separate bits and pieces.

From our study we prepared a list of policy recommendations for a variety of audiences. We felt the educational community should adopt a consistent statement of an expanded scope for dissemination activities. We felt that State education agencies should recognize dissemination as a major function, in fact a unifying force in many cases, and move toward development of a coordinated, integrated system within each State educational agency. We felt that the roles and responsibilities of those organizational units, primarily the Office of Education and the NIE, those organizational units under the Assistant Secretary for Education should be clearly

delineated in relation to dissemination. We certainly felt that State education agencies, and in some cases local education agencies, were a mirror of the frustration and the confusion that we saw at the federal level.

We felt that a plan for a nationwide system for sharing educational knowledge be developed and be implemented--a nationwide sharing system, not a national dissemination system that implies being federally organized and orchestrated. We very much felt that a nationwide sharing system should be planned but that local education agencies, regional labs and centers, and State education agencies should have a role equal to that of the federal government. We felt that adequate resources should be allocated or reallocated for dissemination activities at both the State and federal levels, and that legislation should encourage the development of an agency-wide dissemination function at all levels. Another recommendation, which was aimed primarily at the NIE and the USOE, said that in coordination with the dissemination leadership project, which is a separate project from the interstate project on dissemination, the NIE and USOE should provide the identification or development of technical assistance by States as they develop dissemination capabilities. We do have a problem in dissemination, primarily because it is an art and a science very much in its infancy as far as staffing and training.

We also suggested that programs of in-service and pre-service training should be developed and funded. We felt there were three major areas in regard to this policy recommendation that needed attention. First, we felt that any programs in pre-service or in-service should train or develop personnel in State education agencies for dissemination efforts. Second, we felt keenly that future teachers and administrators should be trained to use information from research development and practice to help them in decision making or professional development. Third, we felt that pre-service and in-service programs should be developed to assist administrators and teachers in using knowledge for program improvement.

Our final recommendation concerned the dissolution of IPOD, the Interstate Project on Dissemination. We had served our purpose, but we thought that periodically a similar group like the Interstate Project on Dissemination should be refunded to re-evaluate dissemination every so often.

We also specified some action steps. Briefly, I shall mention a few of them to you. State education agencies should adopt a policy recognizing dissemination as a major State education agency function. We also felt that the framework that came from the Interstate Project on Dissemination would be a very good tool for them to take inventory. The framework itself should be assigned to some high-ranking staff member in the State education agency for review and follow-up. As an inventory was taken, the State education agencies could move toward a coordinated agency-wide system.

We suggested some action steps for the two major units at the federal level--the Office of Education and the National Institute of Education. The Office of Education should become familiar with the interstate project on dissemination report and its recommendations. It should provide guidelines within the Office of Education encouraging the integration of dissemination. We recommended that the legislative analysis we had done be updated periodically, and we also recommended to the Office of Education that they attend closely to that legislative analysis and to their regulations and keep them updated. We thought that the Office of Education could use the planning framework that we put together for State education agencies as a tool to inventory in the Office of Education

the various dissemination activities they are engaged in. We thought that it was essential that the Office of Education work closely with the National Institute of Education.

We thought that the NIE, rather than being programmatically involved in dissemination as is the Office of Education, should be involved in technical assistance aspects, and that the NIE could certainly support those kinds of mechanisms that are needed for two-way sharing. From the State education agency perspective, a nationwide sensing network on needs, future needs, current needs, is as important as the resource base. The two-way sharing is very important. We thought that the NIE could be a leader in planning and building the nationwide system that we had recommended, but the NIE, in fact, needed, internally within itself, to adopt a broader definition of the scope of dissemination and certainly that the NIE should be working with the U.S. Office of Education.

Somebody told us when we got to our action steps that we stopped preaching and started meddling, but it never had stopped us on any of our other activities so we went right ahead. We can't claim the credit completely for the creation of the Dissemination Policy Council, but I think we might have encouraged its formation a bit earlier perhaps than it would have been. Back in the fall Assistant Secretary for Education, Virginia Trotter, established this dissemination policy council composed of four members. They are charged with defining some national policies for the dissemination system. This group has been very active. In January they established what they call the DAG group--the Dissemination Analysis Group. This group, funded by OE and NIE, has 12 people on it--representatives from all agencies. We have some people who are from research, from development, from academic communities, from a consulting firm, from State agencies.

I hope many of you were among the people who received a letter from Assistant Secretary Trotter asking for your ideas about dissemination and what kinds of recommendations you would have for helping the federal bureaucracy to develop regulations and guidelines to help you make your job easier. DAG is developing some papers for consideration by the policy council, for some options that they might take. This group is presently inviting widespread input. They want to hear from local school people about some of the problems that are created by some of the federal dissemination regulations. They are seeking reactions from SEA's, from intermediate units, from labs. Right now, there are about ten areas needing change which have been identified by this group, and we're in the process now of developing what are being called "decision options." Over these next few weeks, some of you may be asked for your response--which of these options do you think would have the most impact, the least, and that kind of thing. Finally, from this survey, papers will be developed and submitted to the Dissemination Policy Council. They, in turn, will recommend changes in regulations, changes in organization, changes in legislation to Assistant Secretary for Education Trotter.

In November, the Council for Chief State School Officers did adopt the policy statement which does recognize dissemination as a major function of a State education agency. It does point to the importance of an agency-wide system, and it does ask for some coordination at the federal level to help make our job easier.

# COLLEGES CAN HELP IN ADMINISTRATIVE RENEWAL

by

Dr. Lyle Mullens
Associate Dean
College of Education
Northern Arizona University

If a base of trust and mutual respect is present between the colleges and universities and the school, the colleges or universities can be of help to the schools in establishing a staff development or administrative renewal plan. I don't think colleges and universities can come in and say, "We just happen to have a plan for you," but they can help to develop a plan. I was very pleased yesterday when I kept hearing over and over again, "The school's plan to utilize the talent in the school." Local initiative is essential to the success of administrative renewal. The colleges and universities may offer advice to the school in assessing the available skills and expertise, and it may be necessary for the school to go outside to get some additional help; but they should go outside only if the capability does not exist within their own school personnel. I think too often schools have gone outside of their own districts to seek help when the necessary expertise and talent was right there, and they should have been using it.

Likewise, I think that the colleges and universities will need to assess the skills and expertise they have and make these resources known to the public schools so that schools can effectively use the expertise in personnel as well as material available at the university. It may be quite necessary for the school to supplement the resources they may have within their own district not from just colleges and universities but from outside too, from the business community and other areas.

Another very important factor in administrative renewal from the standpoint of motivation is to set a good example. I'm afraid that colleges and universities fall down miserably there. We have to renew ourselves before we can be of help to the public schools. If this happens, then I think that this respect that I talked about before will be there, and the public schools will feel more comfortable in seeking out our help. Another area that touches on this--it isn't necessarily directly attached to it--is that somehow I think that we at the colleges and universities are going to have to make the young people trained to be administrators aware of the need for administrative renewal. You can no longer take 24 to 30 hours of course work or get another degree and go out and say, "Now I am set for the rest of my life. I am ready to administer skills." You may be able to for a very short time, but educational administration training programs have to build awareness obsolescence. My area happens to be school law, a field that is changing so rapidly, sometimes in the middle of the course I have to rescind something I said at the beginning just to keep up on it. So, I think we have to do a better job of making these youngsters aware of the need for administrative renewal. I think they in turn can motivate the more mature administrators--not the old ones, but the mature ones--to move along the line of renovation, to re-create continuously as educational leaders.

# PROFESSIONAL DEVELOPMENT WITHIN A STATE EDUCATION ASSOCIATION

by

Robert F. Frazier
Director of Professional Development
Arizona Education Association

We are unique as a State association since we're still an education association. We have teacher, administrator, and university personnel membership in the association and so cater to three unique needs. We are also unique among the States in that we maintain a broad-based program. Right now, that professional development concerns mainly teacher in-service education. And to that end, we have a full range of programs instituted primarily for the teachers in the State. Some of the subject matter and some of the format could easily be adapted to meet administrator needs. At this point in time I would say the role of the State association is very similar to the role of State departments of education as a facilitator and a resource organization. We have our own connecting links into the schools and have developed models, based on teacher needs, that have proved useful.

The workshops that we conduct for various districts around the State relate more to a hands-on experience than to a theory base. The teacher leaves that session with the working tools, the working materials, and some working ideas to put immediately into effect in the classroom. Like the California model, we're trying to individualize for teachers in our State--trying to meet individual educator needs as opposed to putting groups of people together. Particularly in a State like Arizona and in the other ten western States, an individualized model for in-service is perhaps the one that will be the most effective for administrative renewal. We have been in the process of collecting needs assessments and trying to get our locals to use these needs assessments before they draw up programs. So programs are targeted for whatever is a current individual concern and hopefully some collective concern within a given district.

We have a new project on teacher centered professional development conceived from the British model of teacher centers. We are trying to establish teacher centers in every building in every district in the State. If you have read anything on teacher centering, you know that this becomes a resource, a multifaceted resource not only of print materials but of people. Ideally the in-service occurs during the teaching day enabling our program personnel to be staffing and scheduling, and allowing them to build in some flexibility, so that when there is an individual need to learn something different, to create something different, to work on a problem in a reasonable length of time, the resources can be made available. As part of this plan I would see the State association in cooperation with a number of State agencies and the universities attempting to put resources, I'm thinking primarily of print resources, on site within a reasonable length of time to meet individual or small-group needs.

A people resource also exists within both the State association and the State department of public education. Two similar cadres are maintained who continually identify, on the teacher level, people with strengths who can relate to their colleagues, who have something to show or tell them. They then provide the opportunity for these people to get together with the people who have needs,

either in a formalized program setting or on an individualized basis. The State department has gone further with this, actually putting a person out in a classroom or in a school setting for a week to two weeks to work through a unit or work through a project. I think this procedure has much merit.

At some level resources to be exchanged need to be identified, managed, and made available so that there can be this interchange of information. In brief, then, I see the State association as a facilitator; and I see a State association as a pioneer in providing some leadership, testing out some new models, trying to survey what the immediate concerns are, and then locating people to service these. Financially we are stuck with doing it group-wise initially, but we are getting discussion motivated and helping schools devote some of their time and talent to in-service education. We have a feeling when it comes to teacher in-service, and I would assume it would apply to administrator in-service, that it's not necessarily a question of dollars coming into the schools but of a reallocation of the existing resources and of the staff time necessary to launch the job.

# ADMINISTRATIVE RENEWAL IN AN URBAN AREA: FROM THE 60'S TO THE 70'S

by

Dr. Charles Hough
Principal, Ingraham High School
Seattle, Washington

Seattle is very much committed to an administrative renewal program. The foundation on which we have based our program may be different from others. I'm not here to convince you one way or the other, but I am going to give you some evidence of our success as we go along. I believe in dealing in evidence because I was a successful trial lawyer for a number of years. I know you can tell people about things and it doesn't win law suits, but when you present some evidence, you have a chance of winning your case.

The city of Seattle has a population of half a million people; the metropolitan area comprises about a million people. It's a beautiful city, but a city that has had its problems and is having its urban problems. A number of years ago, the city fathers and others put on the World's Fair which was very successful financially. As a result of that, we have a beautiful 80-acre civic downtown center which is used extensively. We just built a dome stadium, and we have professional baseball and professional football teams in it now. We are going through some growing pains with that. All isn't rosy in a big, urban, metropolitan area. Though Seattle has been spared some of the problems of many of the eastern cities, we are wondering now if we are approaching some of those problems. We have a certain amount of urban decay; we have an increasing number of minorities that comprise the center core of the city's population. We have a population that is growing older, a loss of tax base, a loss of credibility in the school system--or so we are being told.

We have 114 schools in our school system--84 elementaries, 18 junior and middle schools, and 12 senior high schools. We have at the present time 66,000 school children, which is down in the last eight to ten years from the top of 100,000. We are decreasing now at the rate of about 3 percent per year. We have the kinds of problems one encounters in a system that no longer is expanding but contracting. Our present minority population is approximately one-third. It has been going up quite steadily, and it will probably continue to rise.

The rationale for our renewal program is not complicated. I think I can sum it up in four words: I'll develop these words as I go, and I'll repeat them many times because I think they are very important. Our program is voluntary. We feel that the voluntary aspect is essential. The next two words, "personal commitment," are probably as important as anything. The next word and the last word is "leadership." Leadership is absolutely essential. Without good and proper leadership, a program cannot continue to exist and thrive. I'm not sure that any one of those words is more important than the others. They are all important, and they are the foundation upon which our whole program of administrative renewal is built.

What were some of the reasons that we felt a real need for an administrative renewal program? First of all, our system was undergoing some very substantial changes in the mid and late sixties. These changes I suppose were a reflection of the changes in society. We had our share of riots and rebellion, we had our

share of the general upheaval of society that spilled over into our schools. We also had some problems that were beginning to come into being, the problem of negotiation, the changing role of the administrator. Teacher unions were beginning to come into the system, organizing the teachers, and the administrator began looking upon himself in a considerably different light. Our people began to feel a real need for self-improvement.

So, our program really started in the mid-sixties, and it began to pick up steam toward the end of the sixties, the time when the first group of us became interested in administrative renewal with the encouragement and support of the superintendent. That support was absolutely essential. You don't need the superintendent to give you a plan, necessarily, but you can't succeed without his whole hearted blessing. We were a group of five high school principals who had just taken over new jobs. One of us became the leader and had the job of getting us started. The central ingredient here was that we were all new at a particular position in a different school. Another ingredient was that we were willing to make that personal commitment to choose or not choose. It was our choice, but we had to recognize that if we got into it, we would have to commit ourselves to expending time and effort. We had to put a plan down in writing. When one writes out his personal commitment in terms of goals, objectives, or whatever, then he is tied--he is committed. All of us made that commitment.

How did our team operate? First of all we decided that we would operate as a team, have a regular meeting place and a regular meeting time. We knew we had jobs to do. At the time that I took over as principal, we were having all kinds of problems, especially race problems. We had riots, we had fire bombings, we had all the rest of it. We felt that we wouldn't survive very well unless we met together as a team and strengthened ourselves individually in a shared enterprise. We took upon ourselves not only individual commitments to self-improvement, but we decided that in order for our teams to operate properly, we had to have a team project. We asked ourselves, "What is the most important thing here in our school district as far as principals are concerned?" Ultimately we determined to define our management role.

We decided to devote ourselves to our individual improvement and also to a team project and a team role--the role of the principal in management. What should be our stance in terms of negotiations? Two years before the legislature in the State of Washington had enacted a negotiations law which gave collective bargaining rights to certificated personnel. The law designated the principal and all administrators, excluding the superintendent, as part of the negotiating unit. From the very beginning, many of us thought that was not the place for principals to be swallowed up. One of the first things that our team did in furthering our team role was to become active in the Washington Secondary Principals' Association. I was elected president of the organization, and we took a decisive leadership role in the State. We were successful in separating the principals from the negotiating unit. Principals are now no longer part of that negotiations law.

From a small group of people like ours, things can happen when there is the devotion. We recognized our moral role--that we wanted to do good things, however you define that. I think as a leaders you must think in terms of what is good and what is the right way to go. When leadership of a unit is absent or slack, the unit doesn't move forward, the individuals don't move forward, and there is no enthusiasm. There has to be an affective kind of enthusiasm that comes only from devoted leadership.

# WALKING MAIN STREET TOGETHER: TEACHERS AND ADMINISTRATORS

by

Ron Schiessl
Past President
Clark County Classroom Teachers Association

Room exists at all levels in the educational enterprise for administrators to be stimulated in a rewarding way by the interchange between organized teachers, that is, teachers who have recognized the need for the proper use of power in our political system--and educational decisions are all political decisions. Teachers want administrators to appreciate their position in their dealings at the State level or at the local education agency level; but in general, teachers wish administrators to maintain an active optimism, to find a way to renew themselves and their staffs to be salesmen for an intelligent, deliberative action program, to see problems as opportunities. Teachers want administrators to use honest results when selling a program to their staff or the public, to avoid the educational flimflam which seemed to be common in the 60's, and not to drown them in a flood of false ideas or false indications of educational success masquerading under terms that we have heard too much of, terms like "educational excellence."

Finally, after parents and teachers have labored very hard to change a law or a regulation of some kind, teachers want administrators to honor both the letter and the spirit of that law or regulation in public procedings and reports. To do otherwise achieves the very opposite of administrative renewal.

At the administrative level a need exists to develop information management systems. Certainly some of what we see in education as destiny is bad management; however, some of it is in the nature of the enterprise. One thing you will find in dealing with organized teachers is that they understand the difference between bad management and some of the inevitable problems of an enterprise which can be considered bad management only in a cosmic sense, problems such as trying to educate the entire populous of a country and at the same time take account of the real individual differences of all those people. Education is an incredible enterprise. I'm sure you all know that, but perhaps administrators don't think about that enough.

Teachers, even hard-core association members, approve the commitment to a more business-like and systematic program of public education. This is a movement away from the overly acclaimed "exciting times of the 60's," but I'm sure it can lead to a more subtly and substantially rewarding educational program, even if not quite as exciting. Administrators can accept, too, what I think sometimes they need more of--sympathy from teachers on the other side of the bargaining table concerning the problems that they face mutually.

I would like to press here just a minute. Usually when I am in a town, I try to walk one of the main streets. That Central Avenue line on the maps of Phoenix means a good deal more to me now than it did before my walk last night. That's the very kind of thing you have to do with teachers and then teachers with students. I visited the Phoenix Library which has to be the most active, noisy, but well-stocked--and probably the most successful--I have seen in any

of the western cities I have visited. I ended up in a bar called the SOB Room which some of my colleagues would say had some symbolic import for my spending so much time with a group of administrators. In any case, be concrete. Do whatever you can do to assist teachers in understanding the renewal aspects of your job.

A survey taken among our teachers confirmed almost entirely the University of Michigan survey recently released about worker rank aspects of their jobs. Good pay was only the fifth most important item to the teachers in Clark County. Ranked number one was interesting work. Number two, enough help and equipment to do the job. Number three, enough information to do the job, and number four, enough authority to do the job. The Michigan survey showed that these concerns were ranked similarly among workers across the country. Perhaps, then, these concerns need to be foremost in the educational administrator's mind as well.

* * * * * * * * *

## THE RIPP PROJECT WELCOMES AN OLD FRIEND

by

Dr. Kenneth H. Hansen
Former Chief State School Officer
Nevada

I am happy to be with this group again because I have been closely associated not only with the RIPP Project almost since its inception but also with perhaps 16 Title V, 505 projects over the period of the decade that they have been in existence. I continue to be excited about the prospects of fruitful kinds of interstate cooperation, not just interstate, but also interorganizational and cross-generational. It's this kind of interstate and interorganizational mix that I think continues to make these RIPP programs great. I am pleased to be in again on this kind of interstate cooperation that brings States together with professional working groups and even a few hard-core teacher representatives.

# NEWS FROM THE POTOMAC

by

Dr. Al Alford
Assistant Commissioner of Education
for Legislation, USOE

Much is happening in the legislative field that should be of interest to you. Verl Snyder has gathered together some materials for you, and I will be referring to them, but not item-by-item.

We are now operating under a new budget appropriations procedure set up under the Budget and Control Act of 1974. This procedure involves setting up, very soon after the submission of the President's budget, ceilings that the Congress is going to apply to their total appropriations for the year. These serve as guidelines for the appropriations committee so that when they then are working with their appropriation bills, they will be held within the level of the ceilings already prescribed by Congress. Later in the summer another resolution will take into account anything that has changed in the meantime.

The ceiling process is important I think from the education point of view for two reasons. First, education, like every other function, is now put into direct competition under the ceiling. Education won't necessarily get less, but it must make a persuasive case during the process to get its share of the ceiling. Education will have to be wary of laying off against other functions because Congress as well as the President will recognize only a certain level of revenue for that year, they will in their resolution agree to either a balance, or more likely in these times, a deficit of a fixed amount. Once having determined that, then the budget committees will make every effort to hold to those figures and to that level of deficit throughout that Congress. An appropriation bill brought to the floor which is not within those ceilings can be eliminated.

The second important factor of this Budget Impound and Control Act is that it also establishes a timetable for our authorizing committees. Many of you have experienced the problems we have had in the past. We have reached the point when our authorizations have expired and have not known whether or not they would be renewed. Under this new procedure, the authorizing committees now have to do two things. First, on March 15th, they must make the preliminary report of their estimates to the budget committee of their respective houses as to the level of authorization they are going to be moving out of their committee in the period of time before December 30th. Second, on May 15th, they must have completed action on all the authorizing legislation which is going into effect under the budget which will begin the following fiscal year, that is, the budget beginning October 1st, 1976, and ending on September 30th, 1977. As I have observed the process, everybody is taking it seriously, both in the authorizing committee, the appropriations committee, and the budget committee.

Now let me move to the legislative activities that have been taking place under this more enhanced schedule. There will be extensive movement this spring. As you know, the pieces of legislation that expire this year and which will have to be renewed before they are available in the '77 fiscal year are essentially higher education activities. But there is also a number of activities in the field of vocational education--everything but the basic program of State distributions for basic programs and for research. All of the smaller programs

such as curriculum and homemaking--all of these will have expired at the end of this fiscal year. And I mean absolutely expired because they actually expired in 1975, but we have an automatic extension for all of the programs in the education division for another year in the event that Congress has not acted on it. In this connection, the administration submitted last spring a vocational education proposal. Both House and Senate committees have had hearings in the area of vocational education. We have just submitted our higher education proposal.

The higher education and the vocational education proposals are combined on the Senate side into an omnibus piece of legislation which is still called the Education Amendments of 1975, but I am sure on this next version its title will be changed to the Education Amendments of 1976. The House, as in the past, has two separate subcommittees dealing with these matters; so there will be a higher education bill reported on in the House and then a vocational education bill. These will be brought together in the conference process, and we will end up with one omnibus bill which will be the Education Amendments of 1976.

The Senate Subcommittee on Education has already reported to its full committee, Labor and Public Welfare, its piece of legislation, the omnibus amendments. It extends the higher education programs through Fiscal Year 1982 at really the same level but with some increases and authorizations. The Teacher Corps Program has received an increase from 37½ million to 50 million in terms of authorization. They have extended the broader State planning commissions in the Senate bill and have also added a two million dollar program to set up interstate cooperative projects in higher education.

In the vocational education area, basically they have extended the existing programs with some slight modifications. They have, for example, set up a new 25 million dollar program for guidance and counseling in vocational education. They have created a new 25 million dollar program to take care of absolute facilities, and they have provided five million dollars to create agencies within the states to look at the matter of sex discrimination in vocational education. They have also provided another five million dollar program which would be used to fund programs to offset sex discrimination in vocational education. They are considering creating a new policy planning board in vocational education which would advise the standard board for vocational education in the State. The policy council would become a much more broadly representative group than is generally true of the existing boards in vocational education.

# IF YOU THINK YOU ARE BEATEN
# YOU ARE OR
# "GOD DON'T MAKE NO JUNK"

by

James Klassen
Roseville Area Schools
St. Paul, Minnesota

Let me relay a story to you about a boy who didn't want to go back to school. The fact of the matter is he got up in the morning and told his mother that he wasn't going to school that day. She asked him why not, and he told her it was because nobody liked him at school. The teachers didn't like him, the kids didn't like him, the superintendent wanted to transfer him to another school, the bus drivers hated him, the school board was trying to get him to drop out, the custodians had it in for him, and he just didn't want to go to school. The mother looked at him and said, "Son, you've got to go to school because you're healthy, and you have a lot to learn. You have a lot to give to others. You're a leader. You're 42 years old. You're the principal of the school. You've got to go." And I'm sure that everyone of us feels like that. We hate to get up in the morning and hate to go back to work. Hate to get back to that office because you get that feeling that everybody has it in for you. Maybe somewhere there is something that I can say to you that will charge your battery and get you back there believing you're going to take on the whole ship.

What can I do in just a few minutes to convince you that you are leaders, worthwhile human beings and that you can get the job done. On the way here on the plane, I picked up a magazine and saw this little verse. I'm going to make a big sign of this and set it right on my desk as soon as I get back to St. Paul. Here's what it says: "Mine is not to run this train. The whistle I can't blow. Mine is surely not to say how far this train can go. Why I'm not allowed to blow off steam or even ring the bell. But let this train run off the track and see who catches hell." I think we're all in that boat. Each one of us has got a train, and we're in charge--the captain of the ship.

What is it that all successful people have? What is it they have that is in common? Bob Richards tells us that the three things that all people have who are successful: they have a positive mental attitude, they are goal-directed, and they are self-motivated. Now we hear these things over and over again. The trouble is, we don't understand them. We ask ourselves, where can I learn about it? Where do I find out about this ability? How do you get people to do what they ought to do? If only?

The trouble is that we are all so "dang" crazy and mixed up in our work. We spend most of our lifetimes writing memos to each other. It's the whole CYA attitude--Cover Your Anatomy. We get so involved with activity traps which probably take about 80 percent of our time that these become false goals. We don't understand where we're going; we don't know why, and we don't know where we are at. We're kind of like the guy that gets on the one-way street going the wrong way. He says, "I don't know where in the hell I'm going, but obviously I'm late because everybody else is coming back." We're like that.

I sometimes wonder as I travel around the United States if people ever do anything about what I tell them. Not that I have all the answers because I haven't.

But I think I have a gift that God has given me to help motivate people. But I wonder if I really do. I gave a talk to a faculty and the speech was "God Don't Make No Junk." About three months later this professional called me over and said, "Can you come over and have lunch with us?" I went over to the school that day and had lunch and there was this big banner out in front of the school, "God Don't Make No Junk." See, he was taking the ideas that I started and generated, an idea that I had gotten from somebody else. He talked to the faculty and the custodians and the secretaries and everybody else in the building, and everybody adopted that motto as their theme for the year. And that's when a speaker really begins to feel good.

I'm going to ask you when the last time was that you took any idea that you can honestly say that you took that idea back and you saw it through to its fruition with at least one person. That's what I am talking about. We can get inspired at these conferences and challenged and say, "I'm going to go and do it." By golly, when we get home we're back into those activity traps. All of a sudden we get this notice that we're going to have another one of these, and you don't remember what you did at the last one. We know what positive mental conditioning can do. Mental conditioning affects the way that we act. The big question is will it be positive or negative contitioning? When you walk down the street take a little scorecard and put a big P on one side and an N on the other--P for positive and N for negative. And every time you have a conversation with someone, keep track. At the end of the day, pick up your scorecard and see if you had more P's or more N's checked. You know, you would be amazed. You see, if everyone you talk to has a negative attitude, then I will guarantee you that you will be a very depressed person before long because of negative conditioning.

Are you one of those people that goes around and dips into everyone else's bucket, as they say? When was the last time you put something back into somebody's bucket? I think more of us need to help others out. We need more good, positive strokes. Just think of yourself when you come to work in the morning--the kinds of things that you might say and how it affects other people. I could give you all kinds of examples of positive conditioning.

I happen to be a circus nut. I love circuses. The first 50 cents I ever made was helping to put up the big tent. I remember those days. I can remember and maybe you can remember the elephants. Stop and just envision an elephant at the circus. How is the elephant tied up outside of that tent? There is a little tiny rope and a small metal stake tied into the ground. Now you and I know that an elephant, an adult elephant, can easily pick up a ton load with his trunk. Can you imagine what an elephant could do if he really wanted to with that stake in the ground, that small rope? But ever since that elephant was born, the very first hour he was born, they put the same rope around his leg against that stake, and the elephant tugged and tugged at it until he realized that he could not move it. And for the rest of that elephant's life he was tied to that small stake. That's conditioning. Mental conditioning. I'm going to ask you something. What stakes are you tied to?

I love contests. But I think perhaps if someone really challenged me and said, "What do you like more than anything else?", I would love to see a good track meet. The NIAA national meet used to be held in Sioux Falls, Idaho. I would watch these athletes run, and the greatest race I think I have ever seen is the 4-40 yard relay when you get schools like Oklahoma Baptist, Texas Southern, and some of these schools where they really fly. Do you remember when the first four-minute mile was run? Who was it? Roger Bannister--May 6th, 1954, over 20 years ago. His time was three minutes, 59.4. Now why didn't anybody break that record prior

to that? We talked about the four-minute mile and it just never happened, did it? Does anybody remember what happened right after that? After May 6th, 1954, when Bannister ran it in three minutes 59.4? Seven weeks later, Don Landy hit 3.58 flat. In the next 15 years, Roger Bannister's record was beaten 260 times by 100 men in 177 different races. Jim Ryan, a senior in high school from Kansas, beat Bannister's record in 1974. Can you believe that? What's more frustrating is that Jim Ryan came in eighth in that race. There were 329 sub four-minute miles in that 15-year period.

Despite the fact that this is a sexist piece of poetry, I think the point is well taken:

*If you think you are beaten, you are.*
*If you think you dare not, you don't.*
*If you like to win, but you think you can't, it's almost certain that you won't.*
*If you think you'll lose, you're lost.*
*Out in the world we find that success begins with a fellow's will.*
*It's all in the state of the mind.*
*If you think you are outclassed, you are.*
*You've got to think high to rise.*
*You've got to be sure of yourself before you can ever win a prize.*
*Life's battles don't always go to the stronger or faster man,*
*But sooner or later the man who wins*
*Is the man who thinks he can.*

We realize that conditioning starts the day we are born and continues throughout our life. Conditioning can be either positive or negative. Changing your habits, changing negative conditioning, rising above our own self-imposed limitations is something that happens to be both exciting and rewarding. Very few people ever do it. Isn't that a shame. What a tragic loss of human talent. People who do break through these barriers are unique. They are usually people who achieve a great deal, and so the obvious question is, what makes one person think above limitations and the other person flounder? You don't have to go out and buy a lot of books to find out.

I know you have heard all about MBO--goals and objectives, performance review, all these different kinds of things. But I want to suggest to you that maybe we ought to go back and talk a little bit more about this, because you will say, "Well I heard about it." Did MBO help you? If it didn't, why not? What was wrong with it? Because everything I have read about goals and objectives--which really is a form of positive mental conditioning--is that it increases your sense of values, it helps you to concentrate, it should add some self-respect and self-confidence. It should give you a sense of purpose and do something for your enthusiasm. It should help you make good decisions and become more efficient. I would suggest that those are worthwhile results.

So many of us set goals for ourselves, and we never realize them. It's the pot at the end of the rainbow, and we never get to the end of the rainbow. Is where we want to go really worthwhile? By whose standards? Who sets the values? When was the last time you shared your financial goals with your wife or your husband? When was the last time that you and your father-in-law sat down and had

a good discussion about your financial security or his financial security? Or your mother-in-law? When was the last time you and your children sat down and had a family discussion about where you are going as a family? I don't understand why more fathers and mothers can't take more time to sit down with their children and discuss the family problems. Then a family would have goals together as a family.

If you accept my definition, if this is true, then the next question I have to ask people is, "How do I do it?" We say that is motivation. So then we have to ask "What is motivation?" To me motivation is nothing more than a desire, a desire held in expectation with the belief that it will be accomplished. And you and I have always been taught that there are basically two kinds of motivation, and they both work. One is called incentive. I'll give you $5.00 if you can lose ten pounds. Fear motivation works too. You and I know that we could find many examples of incentive and fear motivation. And they both work some of the time for most people. But the problem with fear and incentive motivation is they don't have anything of lasting quality. So I would introduce a third kind of motivation. This is attitudinal. Until we can affect attitudes, alcoholics will go on drinking, people will go on eating who are addicted to food, people with problems and bad habits will keep on doing it so it's going to affect their attitudes.

Let me affect your attitude a little bit. Who are you really? The last time I wrote an autobiography was when my wife and I adopted two children. The last time I had done so before that was back in ninth grade English. I wonder if each of us were asked right now to write an autobiography, what would we put on it? If I said that you were going to die at 6:00 tonight, write your own obituary, what would you put down? What do you want people to remember you for? Is life important to you?

On a rating scale from one to ten, right now every single person in this room is a ten because "God Don't Make No Junk." Every human life, every man, every woman, is a ten. And you and I have to realize that. That we are better than we really think that we are. And unless we can develop the full human potential and do what God intended us to do, then we aren't being fair to our Creator. We aren't being fair to ourselves, we aren't being fair to our friends and our associates. When you look in the mirror each morning, what do you say? "Good morning, God." Or do you say, "Good God, morning!" Can you look in the mirror and say, "Hi, champ?" Can you really say, "I am a number ten, really."

What are some of the things that happen when we say who we are, and we don't know who we are? We don't understand all the different roles that we have to play when we come to identification. I've got a financial role, I'm the boss. I have to go out and earn some money. Each of us has a financial role. I have a family role. I am a husband; I have a wife and two children. That role is different from the other role. I also have a mental role. I have a social role. Everybody has a physical role--the way we dress, the way we feel. I have a spiritual role. That's where we get the angle of frustration. That is why suicides are going up in this country, because we have this all screwed up. We have all these things we want to do, but they don't tie into the different things that say this is me. These are the roles that I have to play. I would ask you to identify for yourselves how you see your role as a father or a mother, how do you see your role as a boss? How does this affect other things that you do?

OVERALL EVALUATION

REGIONAL INTERSTATE PLANNING PROJECT SEMINAR

ADMINISTRATIVE RENEWAL

Phoenix, Arizona

February 17-18, 1976

What State do you represent? _____

Professional Position (check one):

16 Local District Staff

20 State Education Agency Staff

____ School Board

1 University Staff

____ Other, please designate 1 -- Elementary School Principal

1 -- Regional Service Center Representative

----------oOo----------

Rate each of the topics as to the extent to which the presentation of the topic increased your knowledge and secondly, as to the usefulness of the topic to you.

| Topic | Extent to which your knowledge has increased due to the Conference | | | | | Usefulness of this topic to you in your position | | |
|---|---|---|---|---|---|---|---|---|
| | 90-100% | 70-80% | 40-60% | 20-30% | 0-10% | Very Useful | Moderately Useful | Not Useful |
| 1. The rationale for administrative renewal. Hawkins | 6 | 17 | 10 | 2 | 3 | 29 | 8 | 0 |
| 2. Group sessions to acquaint participants with selected quality efforts currently in practice in local educational agencies. | 9 | 14 | 11 | 4 | 0 | 25 | 12 | 0 |
| 3. Interstate Project on Dissemination Report | 5 | 16 | 8 | 7 | 2 | 11 | 21 | 5 |

| Topic | Extent to which your knowledge has increased due to the Conference | | | | | Usefulness of this topic to you in your position | | |
|---|---|---|---|---|---|---|---|---|
| | 90-100% | 70-80% | 40-60% | 20-30% | 0-10% | Very Useful | Moderately Useful | Not Useful |
| 4. How to stimulate or provide leadership to administrative renewal. | 5 | 21 | 9 | 4 | 0 | 24 | 11 | 0 |
| 5. Involve participants in the planning of administrative renewal programs/ models. | 4 | 12 | 12 | 7 | 4 | 16 | 17 | 3 |
| 6. News from the Potomac. | 2 | 14 | 9 | 7 | 4 | 7 | 21 | 5 |
| 7. God Don't Make No Junk - Jim Klassen | 16 | 9 | 4 | 3 | 4 | 24 | 7 | 2 |

8. Overall, in comparison with other educational conferences you have attended, how would you rate this one?

| | | | |
|---|---|---|---|
| 5 - Top 10% | 9 | 2 - Lower 50% | 1 |
| 4 - Top 20% | 20 | 1 - Lower 20% | 0 |
| 3 - Top 50% | 9 | 0 - Why Bother | 0 |

9. In your estimation, what was the most useful aspect of the Conference?

Keynote Address -- 7
Group Session -- 7
Different Speakers -- 7
No Comment -- 4
Conversing With People With Like Concerns and Ideas -- 7
Administrative Renewal (Rationale, Leadership and Planning of Administrative Renewal Programs and Models) -- 7

10. What aspects of the Conference were least helpful to you?

Dissemination Report -- 7
News From Potomac -- 7
Model Development -- 2
Administrative Renewal -- 4
Jim Klassen -- 2
Excellent -- 3
No Comment -- 13

11. What would you suggest to improve the format of this Conference and others like it?

| | |
|---|---|
| More Time Developing Models for Group Sessions | -- 7 |
| Avoid Dissemination Session/Reports | -- 4 |
| More of These Type Workshops | -- 5 |
| Good Format | -- 6 |
| Excellent | -- 4 |
| No Comment | -- 13 |

M3/dg/02-03/2.6